

VOLUME VIII

The

NUMBER 11

# A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



JUNE, 1928



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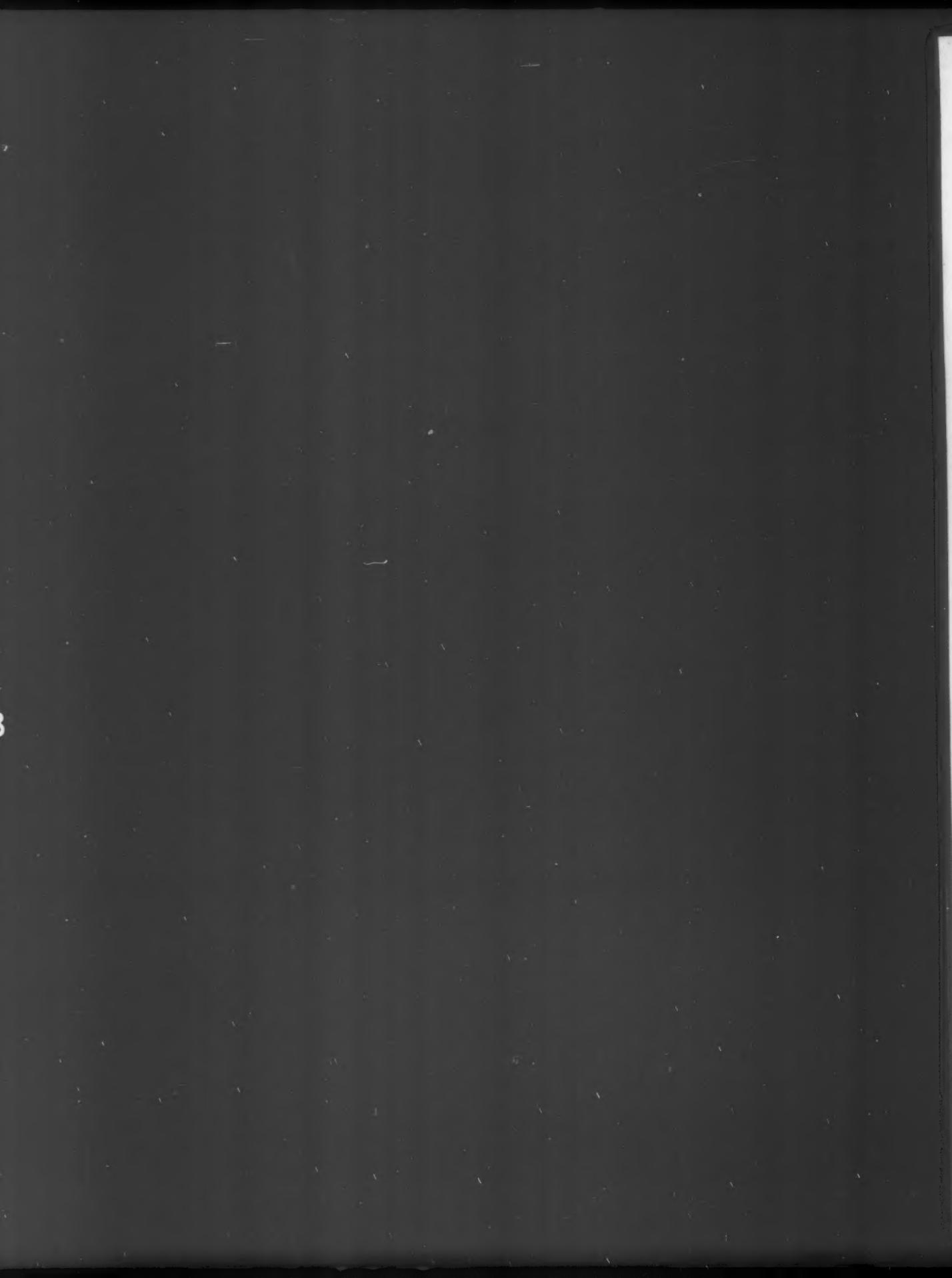
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# The A.T.A. Magazine



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VIII.

EDMONTON, JUNE, 1928

No. 11

## Canadian Literature as a Nation Builder

A. M. STEPHEN

WITH an Imperial conference just passed, we are reminded that the most vital question of the day in Canada is the task of nation-building. Never since Confederation have we faced a more important crisis in the growth and development of our Dominion. Surely, at such a time, it behooves all thinking men and women to consider gravely the problem before us and to endeavor to lay foundations for the future upon broad and permanent bases which will be practical as well as an embodiment of our ideals. It is not too much to say that, during the next quarter of a century, the ultimate fate of Canada may be decided. Whether that event will be the drawing closer of the bond existent between ourselves and the Motherland, the complete autonomy of our country, independent of all others, or absorption into the republic to the south of the boundary line must depend entirely upon the tendency of our efforts in the meantime. Apathy or a luke-warm Canadianism will not secure for us that national status which, at present, is being outlined upon paper nor can any Conference make us a nation until there is born within us the soul and spirit which will preserve our individuality in the stress of circumstances.

Nothing can be gained by minimizing the difficulties which confront us in bringing into being a united people, with a distinctive nationality. The countries of Europe, inhabited by races which differed in language and even in physical characteristics, found little to do in the matter of making themselves separate peoples. Geographical boundaries of mountain ranges and water assisted in the task of keeping men apart until they had completely developed the differences which gave them individuality. Now, we do not readily mistake a German for a Frenchman. However, it is not uncommon for a Canadian to be taken for an American. Nature has not defined a Canadian type which is radically different from that of our southern cousins nor does there exist between us the barrier of language which is one of the most separative factors in the growth of nations. Nor do all our difficulties lie without ourselves. Internally there are still divergent interests in the various parts of our widely scattered communities. We have not, economically, reached the happy day when "East is West" in spite of the fact that we have the greatest railway system in the world to bind together our far-flung provinces and cities. Then, again, we must not overlook the ever-present fact that we have, within our borders, two members of the Canadian family who are still looking at each other as strangers who have been accidentally thrown together during a long journey. Race and religion have sometimes, in the past, blinded English-Canadians to the splendid virtues of their French Canadian compatriots who have, on the whole, a more firmly-rooted sense of Canadian nationality than any other people in our Dominion.

I have here hinted at some of the difficulties which lie before us in order to emphasize the need for strenuous effort on the part of all Canadian citizens who desire to see their country fitted to make an individual contribution to world progress. We must consider ways and means by which we may bring into existence the Canada which inspired the dreams of the Fathers of Confederation and it is because I have given some study to one phase of the problem that I am emboldened to offer suggestions as to what may be done.

It is almost trite to say that the soul of a nation is embodied in its art and literature. The temples of India have decayed; the "glory which was Greece and the grandeur which was Rome" have passed away, but there remains to us the imperishable embodiment of the spirit which made their greatness in the form of the poems and dramas which are still models for the modern world of letters. It would seem that the eternal verities must be the chosen foundations if we would build a State and these necessary truths and ideals are to be found in the writings of those who have seen beyond politics and science. Even in the consideration of our own age of history, we find that it was the great writers of the Golden Age of Elizabeth who inspired the British people to found an Empire whereby tolerance and freedom were to be extended to the farthest corners of the earth. It is the England which Shakespeare loved which has made its ineffaceable mark upon the centuries. Altogether, if we are to learn from the past, we cannot over-estimate the importance of the creative artist in our task of nation-building.

We may then conclude that if we have not a heritage of literature which we may justly call our own, we may well despair of making citizens who will possess a patriotism worthy of the name. However, we are not in any such unhappy predicament but are most fortunate in having poetry and prose which adequately represents the spirit of our country. In this fact lies our greatest asset and our hope for the future. It is my conviction that, since 1867, we have produced poetry in Canada which compares favorably with that written by any other English-speaking people during the same period of time. This is all the more remarkable when we consider that we have been engaged in the arduous task of pioneering in a new country and have therefore had little time for the pursuit of culture and the refinements of life. It is a unique fact that the growth of really fine poetry in Canada has been complementary to our material achievements. Yet this phenomenon should not be too surprising in view of other features of our growth and development. In modern history, can we point to any other instance of a nation, sixty years from its birth, placing an army of half a million men in the field and taking an important part in world politics?



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Canada has done this and we should not be astonished because the mighty driving force behind our progress has resulted in some vigorous and noteworthy literature.

I am quite well aware that there are many Canadian critics—aye, and professors of English in our universities—who are still under the spell of European culture to such an extent that they are unable to appreciate what we have done to give expression to the Canadian spirit. They approach our native literature firmly convinced that great poetry ceased with the late Victorian giants and are also persuaded that anything produced in Canada must inevitably be inferior because of our lack of the cultural background possessed by the older lands. Yet, if I am not mistaken, neither Shakespeare nor Whitman were products of academic culture nor were they dependent upon their day and age for their inherent greatness. There exists no reason why we should not give birth to great poets upon this continent. We have a history teeming with epic deeds of heroism, and a past with mythologies, legends, folk-lore and religious ideas quite as wonderful as those of any European country and we live in a land whose natural beauty and grandeur are not surpassed upon earth. Yet there are some Canadians who are doubtful as to whether we possess the material for great literature!

Our great drawback is not the absence of material for literature nor is it the lack of worthy works of prose and poetry but rather it is the lamentable fact that we do not know of the treasures which exist in our midst. Our preceptors, indifferent or misguided as ourselves, did not help us is our youthful days to obtain a knowledge of Canadian writers. Our school courses gave us Sir Walter Scott, Lord Tennyson, Wordsworth and other British poets to study and admire (or dislike if our teachers happened to be the old-fashioned taskmasters) but they did not tell us that Roberts, Carmen, Lampman and others were in existence. I do not deprecate the fact that we learned to know the names which have made Britain great. I believe that we shall not find a Canadian culture worth while unless it is based upon the broadest possible appreciation of what has been done in other countries in the past. Nevertheless it remains true that we are grievously defrauded if we have been given no opportunity to know our own Canadian artists, for it is in their work that we shall see reflected the beauty of our own seasons, the magic of our own native fields, woods, streams and mountains together with the aspirations and ideals of our own people. As an Englishman's eye lights with pride at the mention of Shakespeare or a Scotsman's at the name of Burns, a Canadian should hold his head a little higher than usual when his own greatest poets are the subject of conversation. However, under present methods of teaching in most of our provinces, when a young Canadian hears it stated that his country has produced no literature to compare with that of other lands, he usually admits his inferiority or confesses his ignorance of the matter. He either does not know or has been taught to consider it presumptuous to think that Canada is superior in this department of life. He knows that she has the greatest railway mileage in the world—and is pre-eminent in other material ways—but of her really permanent achievements, he remains doubtful.

It is apparent that there has been a defect in the making of Canadian citizens. This is a tremendous responsibility devolving upon our educators at this moment of our history when we are just emerging into the full status of nationhood. All academic arguments and aesthetic hair-splittings must give way before the immediate necessity of developing a flaming

and even aggressive patriotism in Canadians in order to prevent them from drifting along the path of least resistance and finally succumbing to the almighty dollar which glitters so near to their borders.

Nor do we need to fear that our children will have their literary standards lowered by the study of their own writers although it has been alleged that the best Canadian poetry is not of the high quality which marks the work of the masters of the art. However, if the selection be made by those who are not merely teachers but who are also artists endowed with perception, we shall be presented with a goodly number of Canadian poems which may be placed beside the best in the same *genre* produced in any other country. It is a mistake to think that great poetry is beyond the grasp of youthful minds. I believe that the manner in which it is presented will determine whether students will be stimulated or not by the study of a given selection. There are teachers who contend that only the more concrete verse—narrative or descriptive—can be assimilated by the average pupil. However, I feel persuaded that those who make this statement are confessing their own limitations. It has been my experience that the intangible quality of beauty in authentic poetry, lyric or epic, may be conveyed to children between the ages of twelve and eighteen provided that the teacher responds to the inner message of the work and interprets it with his voice. Many of us who are not possessed of a knowledge of musical technique do nevertheless enjoy hearing Bach and Beethoven and who can say that we are not more greatly benefited than if we were compelled to listen to popular songs and ragtime which are more simple in theme and concrete in their presentation of ideas.

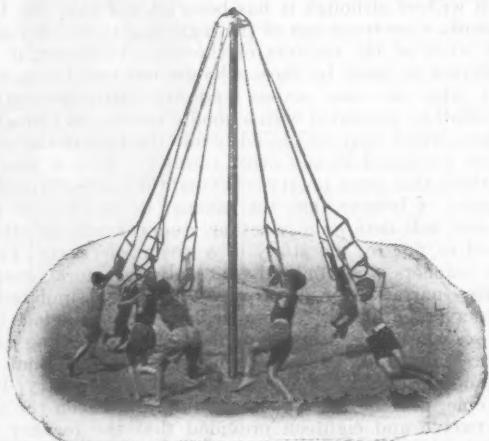
Very definitely, we can commence the work of Canadian citizens by acquainting them with the poetry in which there is voiced the love of our country or which is imbued with the spirit which emanates from Canadian soil. In Roberts' "O Child of Nations, Giant-limbed," in Marjorie Pickthall's "Star of the North," in Carmen's "Scarlet Hunter," we have a direct and adequate expression of the fervor of patriotic feeling which lays the foundations of nationhood. I quote from Miss Pickthall's poems because it is not so well-known as the others mentioned:

"Ask of the seas what our white frontiers dare,  
Ask of the skies where our young banners fly  
Like stars unloosened from the hair  
Of wild-winged victory.  
God's thunder only wakening thrills  
The ramparts of our hills.  
Star of the North,  
No foe shall stain  
What France has loved, where Britain's dead have  
lain!"

Although her muse is, in this instance, bound by a chosen theme which is national and not universal, we have here the exquisite craftsmanship and the delicate touch which marks the work of this poet who learned to love Canada as her native land. There are others who have given us worthy and good verse of a patriotic nature and most assuredly our children have a right to this heritage of enthusiasm for their own beloved country.

However, it is not only in the directly patriotic poem that the Canadian will find echoed his thoughts and feelings aroused by the beauty and strength of his homeland. When Archibald Lampman tells us that—

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"The glittering roofs are still with frost; each worn  
Black chimney builds into the quiet sky  
Its curling pile to crumble silently,"

or Peter McArthur notes that—

"Last night we marked the twinkling stars,  
This morn no dew revived the grass,  
And oft across the parching fields  
We see the dusty eddies pass,"

or C. G. D. Roberts reminds us of how—

"The frogs, cool-fluting ministers of dream,  
Make shrill the slow brook's borders; pasture bars  
Down clatter, and the cattle wander through,"

we are brought, in imagination, close to the earth from which we have sprung and the old familiar sights, fraught with memories of childhood when we saw more clearly the magic in trees and streams and the overarching skies, come poignantly back to tell us that Canada is our home.

Thus by directly stimulating our senses poetry can strengthen the bonds which attach us to a particular soil but, in the task of building a nation, there are questions of life and conduct which must enter into the process. To dominate other peoples or races by weight of iron and brawn was a dream of the Teuton and, indeed, a dream which we trust may not trouble us again. To gain supremacy in the realm of the intellect and the spirit is most assuredly a more worthy objective to set before Canadians and one which will ensure their lasting influence throughout ages to come. That the latter ambition may be realized and furthermore that the line of demarcation may be drawn between ourselves and other nations who are striving for merely material ascendancy, it is necessary that high ideals be instilled into the plastic minds of our youth. Quite as potent as the scriptures and often more subtle in its influence is the power of poetry to strengthen us in noble ways of living and to lead us in pursuit of the things which are of deepest import. Citizenship must be founded upon right conduct and this, in turn, must be based upon ideals. Nowhere do we find beauty, greatness and truth more clearly expressed in memorable

words than in the highest and best work of our poets. If for no other reason than that it is the best subject in the school courses through which to build character, we should see to it that our children be given the finest poems of our own native writers. Canadian poetry is indeed, rich in the quality which makes for the appreciation of greatness and nobility, high courage and unflinching adherence to ideals. Carmen's "Earth Voices," emphasizing the fact that "the life we give to Beauty returns to us again," Duncan Campbell Scott's splendid sonnet, "To the Heroic Soul," Roberts' "In the Wide Awe and Wisdom of the Night," are as worthy of being committed to memory as any other poems in the English language and every Canadian, young or old, should know the Lampman trilogy, "The Largest Life," even if they may never reach the academic halls wherein Virgil and Homer are crammed into unwilling minds. In the last sonnet in the Lampman series we are adjured:

"So to address our spirits to the height,  
And so attune them to the valiant whole,  
That the great light be clearer for our light,  
And the great soul the stronger for our soul,"

and are further assured that—

"To have done this is to have lived, though fame  
Remember us with no familiar name."

In conclusion, it is my belief that in order that our young men and women may develop a just pride in the fact that they are Canadians it is necessary that they be familiar with the work of the writers who have contributed to the making of our Dominion. Without displacing the literature of the older lands, we may be well-advised to give a reasonable proportion of space in our school courses to the subject of Canadian literature and also to see to it that the textbooks dealing with it are not merely supplementary reading but are an integral part of the prescribed work. We, who have passed our adolescence, should read our own poets and authors of prose so that we may be better citizens and more adequately equipped for the task of nation-building.

## Silent Reading—II.

BY CHAS. C. BREMNER, M.A., INSPECTOR OF SCHOOLS, MACLEOD, ALBERTA (SEE MARCH ISSUE)

Much of the recent research work in reading has been devoted to a *study of eye-movements*, as these constitute a large part of the Physiological side of reading. Each individual has his own peculiar pattern of eye-movement. It has been found that the eyes move across the page in a series of sweeps, each one of which is terminated by a pause. The distance covered by the eyes in one movement is called an *eye-span*, and the point where the eye stops is known as the *eye-fixation point*. Each sweep of the eye is called an *interfixation movement*, and the time the eye rests at each fixation point is an *eye-pause*. The investigations of Dodge, of Huey, and especially of Dearborn have shown that *fixations occur in every part of a word* as well as between words, and are apparently subject to no definite law of occurrence.\* The number of pauses made per line varies greatly with different individuals, but a *good reader will make from three to four when reading silently*. *When reading orally the number of pauses per line will be greater*, in some cases almost double. The duration of the pauses varies, in most cases, from about 160 to 440 thousandths of a second.

It is only during the pauses that the reading is

actually done, for during the interfixation movement the eye is blind as far as clear perception is concerned. Frequently, however the reader fails to recognize the words covered and goes back over the same ground again. This backward motion is termed a *regressive movement*. These interfixation movements and the sweep of the eye from the end of the line back to the beginning of the next one, i.e. the "interlinear movements," are very rapid, so rapid that they consume only from *one-thirteenth to one-twentyfourth* of the total time in reading. The balance of the time is spent at the eye pauses, consequently, we may say that the total reading time is the average duration of the pauses multiplied by their number, plus the small fraction of time occupied by the eye-movements.

It follows then, that *the good rapid reader has a long eye-span and short eye-pauses*. The longer the eye-span the fewer the pauses per line, and the shorter the pauses the less is the time consumed. With each person, *the length of the span will depend partly upon habit and partly upon the number of words that can be gathered in by the eye at one time*. *The length of the pause will be governed by the time needed to comprehend the*

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material just taken in by the eye. *The eye-movement of a good reader* is smooth, rhythmical, and rapid; the eye-movement of a poor reader is slow, uncertain, and irregular. If a child has a habit of repeating, or if he is a slow oral reader, a word by word reader, he has not yet developed good eye-movement. The development of the proper eye-movement habits is one of the most important problems of reading instruction.

*Summing up this phase of the subject*, we find that mature eye-movements consist of the following things:

1. *Few pauses per line.* This implies a long span of recognition, gets the pupils away from word reading and promotes phrasing.

2. *Eye-pauses of short duration.* This means a high rate of word recognition as it is only during the pause that reading actually takes place.

3. *Few or no regressive movements.* This means rhythm or regularity and no delays that break the comprehension. When this stage has been reached we have a mature oral reader. The mature silent reader merely shows a higher degree of excellence in each of these factors. It has been found that of two readers of exactly equal speed, the one making fewer pauses will as a rule have the better comprehension of the thought.

It is well to remember that in the actual classroom all types of readers will be found. Some will have speed with good comprehension, others will have speed with poor comprehension, some will be slow yet have a good grasp of the thought and vice versa. The type of training to be given any particular class or pupils will have to depend upon their special needs. Some will require practice in one phase and some in another. This involves a careful analysis of each case so that it will receive the proper remedial treatment.

*Normal interested pupils who are poor readers* may be roughly classified for diagnostic purposes, according to Wm. S. Gray, under five headings:

1. Those weak in the mechanics of oral reading.
2. Those poor in comprehension.
3. Slow in silent reading.
4. Neglectful of important details.
5. Weak in all phases of reading.

It is advisable that the pupils be sorted according to this plan so that the teacher will be in a position to arrange her plan of procedure with each individual, and thus insure the greatest possible progress.

*Silent Reading lessons fall into three classes:* 1. Content Lessons; 2. Training Lessons; and 3. Test Lessons.

In the content lesson the main idea in mind is the value of the subject-matter to the pupils, and all other things including training are kept in the background as of secondary importance. As far as the teacher is concerned this type is the least valuable, and I shall not dwell upon it further.

*Training and test lessons* are the ones most needed in the classroom. In the former the objective is training only, and the value of the subject-matter is merely incidental. A test lesson is simply an examination to record standing and progress.

*In the training lesson there are three main purposes.*

1. To increase the reading rate.
2. To increase the pupil's powers of comprehension.
3. To expand the pupil's vocabulary.

We shall consider each of these aims in the order given, and the methods that have been devised for their attainment.

*We should realize fully the importance of speed* in all types of reading, as it is a very vital consideration.

The rapid reader economizes time; he reads more and thus learns more per unit of time, hence the fast reader has a better chance of being well read. In addition the fast reader on the average *comprehends better* than the slow one. The person above the average in rate has five out of eight chances to be above the average in comprehension.\* This is easily explained. Reading is essentially an associative process, and the closer the ideas follow one another in the mind the more readily they are associated and understood. A slow halting reader receives the ideas in comparative isolation and has difficulty in linking them up. Also, the *slow reader is labouring with the mechanics* and his attention is divided between the process of reading and the thought of the selection. Efficiency is then dependent upon both rate and comprehension. The chances are that if an individual can increase his own rate he will improve his comprehension.

Nevertheless, we must not let our desire for speed become a fetish, for speed carried to an extreme might impair the pupils' comprehension, and comprehension is of first importance. Various investigations have been made to determine the extent to which speed may be increased without any impairment of understanding. All experimenters are agreed that the rate of reading may be greatly increased with comparative safety. Some records show an improvement in rate of several hundred percent, without any deterioration in comprehension. In the light of these facts, we should, in supervising reading never lose sight of the time factor.

*There are many circumstances that may affect the rate* at which a pupil reads. The following are important:

1. *System of eye-movement.* The more mature this is the faster the reading will be.

2. *Span of recognition.* The longer the span the higher the rate.

3. *Word recognition.* The higher the rate of recognition the greater the speed.

4. *Vocalization.* By this is meant the movement of the lips or vocal organs so that partial articulation takes place during reading. It is a combination of motor and auditory elements and is frequently called inner speech. It slows the reading down to the rate of oral reading.

5. *Type of material.* Some topics are read more easily than others. Thus a novel can be read more rapidly than a treatise on science.

6. *Familiarity with the material.* A subject that is entirely new offers greater difficulty than one with which we have had some experience, and will be read more slowly.

7. *Length of line.* A line a little longer than that contained in the ordinary newspaper column is the most advantageous for speed.

8. *Size of print.* Medium sized print can be read faster than large or small print.

9. *Distance between the lines.* If the lines are close together the rate will be retarded.

10. *Concentration by pupil.* In reading, as in everything else, the greater the concentration the more will be accomplished.

11. *Interest.* Success can be attained only where interest is present, therefore everything possible should be done to motivate the reading.

12. *Innate learning capacity.* This is a matter of intelligence and conditions the degree of success in all things.

13. *Extent of the vocabulary.* A limited vocabu-

\* Buckingham.

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lary is sure to greatly increase the number of difficulties encountered.

14. *Purpose in reading.* Reading for outstanding points only requires less time than reading to master details.

15. *Amount of practice one has had in rapid reading.* A person that has had consistent practice in rapid reading will have a higher rate than he would have if the practice had not taken place.

16. *Conscious effort for speed.* A pupil that is definitely striving to increase his rate will read faster and improve faster than he would otherwise.

17. *Time element.* A much higher rate can be secured for a few minutes than can be sustained over a considerable period of time.

There are in addition to these many other things such as *guessing, timidity, defective vision, word blindness*, etc. that may influence the reading. Some of the items in the above list are beyond the control of the teacher, but the majority are variables that can be isolated and altered by various conditions and training. *They should be kept in mind when estimating the rate and progress of a pupil.*

From what has gone before it is obvious that any system of training that is to bring about an increase in reading rate must accomplish one or more of the following: a shortening of the eye-pauses, a lengthening of the perceptual span, an acceleration of the interfixation and the interlinear movements, fewer regressive movements, more rhythmical eye-movements. As the result of a carefully conducted experiment, O'Brien found that actually the physiological improvement results in a lessening of the number of fixations, rather than a shortening of the duration of the fixation. The number of regressive movements is also decreased and regular rhythmical eye-movement habits are established. The substance of this is, that we must train the pupils to see more at a glance and thereby make a more effective use of the eye-span. The psychological side of the improvement will consist principally of a more alert efficient manner of reading backed by a conscious endeavor to improve.

Devices for increasing rate may be conveniently placed under three headings:

1. Practice in rapid Silent Reading.
2. Decrease in vocalization.
3. Training in perception.

Let us consider the first one of these, "Practice in rapid Silent Reading". One learns to do a thing by actually doing it. Therefore, it is reasonable to suppose that practice in rapid reading will enable one to learn to read rapidly. In carrying out this phase of the training the first problem is to select suitable interesting material. The selections should not present too many difficulties or it will be impossible for the pupils to get up enough speed to make the training effective. Before the material is assigned new and difficult words should be studied in a word drill or vocabulary lesson. In many cases it is well to give the class a key to the thought of the piece so that they will have a definite idea of the trend of the selection. The next step is to get the pupils consciously striving to increase their speed. Point out to them the advantage of a rapid rate of reading. Show them that it will add to their own interest and pleasure. Say to them before starting the work, 'Read it fast as you can, but be sure that you know what you are reading. I want to see how much you can read in so many minutes. But remember that I am going to ask you to tell me about what you have read, so do not skip anything. Try to read faster to-

day than you did yesterday.' Have them all start reading at a given signal and time them carefully.

There are two methods that are practical for utilizing the time factor.

1. *Reading under a time limit.* Allow class to read for say four minutes, stop them and have each pupil write the amount read upon a slip of paper. Call in the slips from the lowest to the highest and question in that order. Or one may allow them to read until a few of the fastest have finished, then give the signal to stop and proceed as before.

2. *Timing the reading.* In this case the selection is to be read through. As each pupil finishes record his name and time. Another device is to place upon the blackboard, at intervals of ten or fifteen seconds the time the reading has been under way. As each one finishes, he looks at the board and takes the last time written there as his own. Proceed then to check for grasp of thought.

It has been found that *having the pupils re-read the same selection* helps break up old bad habits and form better eye-movements. When doing this one should provide a strong motive for the re-reading or the interest may fall away and thus destroy the beneficial effect of the whole lesson.

Before the lesson starts the teacher should have all the questions ready as it is impossible to ask only the best questions on the spur of the moment and avoid losing time in framing them. When the class has been tested on the thought or before, the next step is to record the rates of the individuals and the class. The class chart can be kept by the teacher, but each child should have one of his own showing his record from day to day. There is no type of competition equal to that of having the child compete against his own standing. Once he can see that each day is bringing development he will have a real incentive to work. The same will be true of the class as a whole.

At all times be sure to keep the group reading at top speed so that they are putting forth their greatest possible effort. This is absolutely necessary if the old habits are to be broken up; and to accomplish it the element of fatigue must not be allowed to enter. That means that the reading period at any one stretch ought not to exceed more than about four minutes without a rest or break of some kind. It would be well to start with an even shorter time-limit.

The results secured should be recorded in the number of words read per minute. This involves knowing beforehand the number of words in the selection. In starting out measure your classes against the following standards. If they cannot come up to them, consider them below average: II—95, III—125, IV—155, V—195, VI—220, VII—240, VIII—255. These are approximate averages of the norms secured by Oberholtzer, Courtis, Gary, Starch, Brown, and Gray. The following are norms up to which you should try to bring your grades IV to VIII:

IV	V	VI	VII	VIII
236	266	296	326	356

These are smoothed averages secured by O'Brien from twenty city schools in a little under two months of intensive training.

Sometimes classes are given exercises in skimming. The ability to skim is of very definite value, but it has to be dealt with very cautiously in the classroom.

We come now to the second device for securing speed, namely "Decrease in Vocalization." The only difference between the inner speech of silent reading

and the oral speech of every day is one of degree. The majority of experts are pretty well agreed that it is in no way necessary for comprehensive reading. The more it can be decreased the freer perception is to proceed at its own rate. Its elimination does not involve any special method of procedure. Try to get the children to see that their speed and efficiency will depend largely upon their elimination of inner speech. Tell them not to move their lips or tongue or to pronounce the words in any way. All the time that they are reading the teacher should be on the lookout for any cases of it. If it is found necessary, have the child place a finger upon his lips. Articulation is lessened most successfully when the pupils are kept reading at top speed.

The third device for securing speed is "*Training in perception*". As we have seen before the number of pauses per line is dependent upon the length of the perceptual span. It was found that the greatest improvement through training was brought about by increasing the length of this span, therefore, this phase of the training is of immense value.

*Vision in reading is of two kinds, foveal and peripheral.* The foveal is the central and clear field of vision, as the fovea centralis is the physiological centre of the eye and the place of clearest vision. Only about five letters are clear in this field when the eyes are held stationary. The adjoining letters are not so clearly defined and shade off gradually becoming more indistinct the farther they recede from foveal vision. These letters are grasped by peripheral vision. The greater use that a reader can make of this extra-foveal or peripheral vision, the longer his eye-span will be. Reading which is entirely dependent upon foveal vision will be slow and halting with many pauses which prevent a regular swing of the eyes in traversing the line. The words first enter peripheral vision and give the mind a premonition of coming words and phrases, punctuation and paragraphing. If the coming words are grasped by the peripheral element they need not be subjected to the direct fixation of foveal vision. The effect of *foveal vision is, as Dodge says*, to correct, to confirm, and to intensify the premonition of peripheral vision. The lengthening of the perceptual span probably means then an increased use of the peripheral field.

*Training in perception means essentially getting the pupil to see more words at one time and the most important device used is phrase flashing.* It also involves training him to see the material more quickly. While the child is reading it is impossible to control either the amount seen at a glance or the length of time it is exposed to the eye. Actually we must train by means of flash drills, and endeavor to get a transfer of training into the field of practical reading.

*The cards used should be about four inches wide and of various lengths.* Upon these cards are printed words, phrases and sentences. It is merely a more elaborate system than that frequently used in the primary room. These cards are flashed before the class. *The length of the exposure will depend upon the class, and on the number of words used.* Care should be taken to see that the words must be viewed in one eye-movement. *The time given will thus run from about one-twelfth of a second up to two seconds.* The card should be equally visible to all pupils and should be at right angles to their line of vision. Day by day the drill should become more difficult. On some occasions the length of the material may be increased while the time of exposure remains constant; on others, the time

may be decreased while the length of material is constant. This kind of drill is valuable in all reading, in phonic and arithmetic drills. The items can be taken from selections that are to be read later. It should be given for a few minutes several times per week, and *followed immediately with an exercise in rapid reading*, so that the training will carry over into the general work.

*At the outset, and occasionally thereafter, the object of the drill must be set clearly before the pupils.* O'Brien suggests the following introduction: "I shall show you some cards containing words, phrases and sentences. They will be shown for only a fraction of a second, so you will have to read them very quickly with only one glance of the eyes. Try to read all that is printed on each card. This practice in reading a number of words at a glance, will help you to read more rapidly. Try to do better today than you did yesterday." Endeavor to drill in the idea of increasing the span of perception.

*A record of the results should be kept*, just as when training in rapid reading. In this case *the score will be in the number of words perceived correctly*. Each pupil can keep his own, while the teacher keeps a class record. The class chart should be posted upon the wall, and the children encouraged to take an interest in it. The instructor should watch the records of the students to see that they are accurately kept. *Of the three methods, practice in reading is the most efficacious but there is no doubt that consistent application to this phase of the work will materially lengthen the eye-span, foster better eye-movement habits, and train the slow word reader to phrase his reading.*

*We come now to the question of comprehension.* This follows naturally the problem of rate, for after each period of reading the class must be called upon to show that they know what they have read. It may be tested by *either written or oral questions*. Where there is more than one grade in the room, a silent reading lesson can be partly busy work, for while the teacher is engaged with the other class, the pupils can after reading their selection answer questions that were written on the board but kept covered until the proper moment. Later the teacher can check up the results. *Records of comprehension should also be kept* much as speed records are. These may be in the form of questions correctly answered from day to day, or in the number of words reproduced from the piece read. The former is preferable.

*With comprehension in mind there are three types of subject-matter* that may be used. In the first type the aim is to have the pupils answer *factual questions*, the second to have them answer *relational* or problem questions, and in the third to train them in comprehending the *organization of the selection*. Following the three kinds of material we have *three types of questions* that may be asked in checking the comprehension:

1. Factual questions.
2. Problem questions.
3. Questions relating to organization.

The first aims at enabling the pupils to show their memory of definite facts and details. The second aims at securing relational thinking, solving problems, and drawing conclusions from a knowledge of the facts read. This is by far the most valuable of the three. Care should be taken in framing any question but special skill is needed in constructing problems so that they will be clear, call for a definite answer, and be

within the grasp of the pupils. Failure to answer this class of question will be due to—

1. Either ignorance of the vocabulary used, or
2. Poor methods of study, or
3. Inability to do relational thinking.

Stone says, other difficulties that children have in relational comprehension are:

- (a) Failure to keep in mind the problem or point wanted;
- (b) Failure in being able to select significant words or phrases;
- (c) Inability to reject quickly and skip irrelevant material.

*Pupils should be trained to verify their answers.*

Munro says that exercises in verifying will give pupils an idea of what careful reading involves. Thorndike also agrees with this. In some lessons the questions may be asked first and the pupils read to find the answers.

In the primary grades the Silent Reading can be based upon the activities that make a strong appeal to the child. Acting out sentences, demonstrating, dramatizing, following directions in drawing, cutting and constructing, answering questions, guessing games and many other devices may be used. In each case the response will show clearly the extent of the comprehension and it is easy to confront the child with a problematic situation that will make him think.

*Organization questions.* Failure in understanding is frequently due to not comprehending the organization of the text. Exercises in outlining, selecting the central thought, topical sentences, leading ideas, and suitable headings should be given. This should be particularly useful in the upper grades.

*Vocabulary training.* Douglass says, "One of the primary functions of English instruction is to enlarge the vocabulary and to render the meanings of words more precise. Thought deals with meanings and since words are the vehicle through which meaning is most often presented to ourselves, language becomes the chief instrument of thinking. Words are thus absolutely necessary for thinking, and with a minimum of words there is a minimum of thought." This shows the great necessity for carefully building up the pupil's vocabulary.

Our vocabulary develops not through the use of the dictionary or the recitation of definitions but through experience. To acquire a proper control of words we must hear them in conversation and use them in expressing our thoughts. Before a lesson is assigned new words should be carefully taken up in a vocabulary lesson. To make the meanings clear, derivations, synonyms, antonyms, and the various uses should be gone into. The appropriateness of the word as used can be discussed and substitutes found for it. This systematic word study is highly correlated with spelling and language as well as reading, and its importance cannot be too greatly emphasized. We can easily see how inadequate is the ordinary word drill. The teacher should secure or devise as many types of vocabulary exercises as possible and encourage the pupils to use the words later in Language and Composition.

For test lessons the teacher may either make up her own or procure sets of standardized reading and vocabulary tests. By having pupils write their answers on separate sheets, some of the standardized forms can be used over and over again, thus making their use comparatively economical. Many of these tests contain different forms so that progress over a period of time

may be checked by giving different forms of the same test at intervals.

*As a summary, we may say that the majority of Silent Reading lessons will assume the following form:*

1. Selection of suitable interesting material, counting of the words, and preparation of questions.
2. Vocabulary study including word and phrase drill.
3. Introduction to thought of selection when necessary.
4. Aims of lesson, stated. Tell pupils what they are to strive for, and its advantages.
5. Reading of material by class.
6. Test of comprehension.
7. Recording of results. Remember the value of this. Results can be kept in graph form.

Since all the pupils read at the same time this lesson need not consume any more time or present any more difficulties to the teacher than does the ordinary Oral Reading lesson, and if it is properly carried out the children should be able to give a good oral rendering of the material without further study.

One of the great difficulties in carrying out a carefully designed Silent Reading program will be to secure a sufficient quantity of the right kind of material. Many of the lessons in the readers are suitable. Every school contains at least a few library books that will supply good subject matter. If some kind of duplicator is available the difficulty is easily solved. In many cases the selections can be written on the blackboard. Remember that all the pupils do not need to have the same material during the same lesson, so that the supply can often be augmented by having the children bring books to school. Often teachers might arrange to exchange material with one another. Newspapers, magazines and advertising materials, may be drawn upon to good advantage. History texts can be used quite frequently as a source of supply.

This fact remains, that we can achieve more in Silent Reading in the future, even with the limited means at our disposal, than we have ever accomplished in the past.

Two men were sitting in a hotel window looking out at the passing throng. The one said, "I'll wager ten dollars that I can name correctly the occupation of the first ten persons who pass." The wager being taken he began naming a clergyman from the cut of his collar, the mechanic from the monkey wrench thrust in his pocket, the drummer from his grips. Upon the approach of a fourth individual he promptly named him as a teacher. His friend disputed this, and they agreed to ask the individual if the guess was correct.

"Are you a teacher?"

"Not Guilty! I'm a common traveller, but I had a bad attack of the flu, and I have never fully recovered. I've looked like this ever since."

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## The Prosings of a Pedagogue

W. T. ROYCROFT

**S**INCE the spellbinder of the English Liberal party brought about the partition of Ireland, that country can boast of two teachers' organizations, one in the Irish Free State and the other in Northern Ireland. The congresses which assembled during Easter week were marked by the usual militant spirit.

It is significant that the southern teachers met at Trinity College, Dublin, one of the strongholds in former days of the "ascendancy class" in Ireland. In welcoming the delegates on behalf of the College authorities, the Vice-Provost took occasion to express his disagreement with the government policy of compulsory Irish in the schools and for examinations for the training colleges and the civil service. This, too, was significant as it emphasized the diversity of opinion which exists in Ireland regarding compulsion. But unanimity, as everyone knows, is not a plant that flourishes in Irish soil.

The President's address was, in the main, devoted to two topics, university training for teachers in elementary schools and a teachers' pension scheme. "It is time," he said in part, "to publish a national balance sheet showing how the plain common people of this country benefit by the present system of education. The amount of money spent on university and secondary studentships and scholarships for the other professions is stupendously high in comparison with that spent on the system under which national teachers are trained. If we are to look forward toward any marked uplifting of our people, we must spend lavishly on primary education. A university which does not fully cover the training of primary teachers only half fulfills its purpose. In each of the universities there ought to be a special faculty for the specific purpose of thoroughly equipping teachers for their profession. After completing their courses at the training colleges, teachers should have at least two years' practical experience in the schools. This experience would be of immense benefit to them during their university careers. The national teacher should emerge from the university with a professional degree."

At both congresses the question of superannuation was discussed. The southern teachers have been without a pension scheme since the formation of the Irish Free State. They now demand that the provisions of the new scheme which has been promised should be as generous as those for the civil service. The northern teachers, whose schemes did not lapse, ask for equality with the teachers of Great Britain.

The northern teachers' congress met at Bangor, a delightful watering-place on the south shore of Belfast Lough, famed in the early centuries as a great seat of learning. The President, in his address, dealt chiefly with the problems arising from the transfer of schools by the various religious denominations to non-sectarian committees. Under the new order of things religious instruction by the teachers, which was formerly compulsory, is now voluntary; the teachers have even greater security of tenure than they had in the past; while it is possible for the people to provide for their children "sanitary buildings, well-equipped and well ventilated, with modern conveniences and beauty of decoration." For these reforms parents and teachers alike are indebted to Lord Londonderry, a Tory of the Tories, who was the first to hold the office of Minister of Education in the Government of Northern Ireland.

Keeping rural children on the farm seems to have

become a more difficult problem in Ireland than it is even in Canada. During a discussion on a paper dealing with technical education, one of the delegates stated that in farming communities many people were opposed to instruction in Agriculture and Nature Study being provided for their children. So great is the desire of the farmers in general to get their children away from the land and into the towns, that rural districts are being depopulated. The principal of the College of Technology thought that a spirit of enquiry should be fostered in the schools; and he suggested that teachers might take a leaf out of the book of Girl Guides and Boy Scouts, and try to get the pupils interested in nature.

Perhaps in this connection it is worth while quoting the words of a character in one of St. John Ervine's novels: "You'd think people would find more to interest them in the land than in anything else. . . . but they don't. There's so much to do, and it's so varied, and you have it all under your own eye. . . . you begin it and carry it on and you end it. . . . and yet somehow! And then the whole family understands it and can take an interest in it. You'd think that would hold them. There isn't any other trade in the world that will take up a whole family and give them all something to talk about and think over and join in. But I've never known a bright boy or girl on a farm that wasn't itching to get away from it to the town."

### THE CITY OF LONDON VACATION COURSE IN EDUCATION

July 27th-August 10th, 1928

**T**HE Seventh Annual Course of the City of London Vacation Course in Education opens at Guildhall, July 27th. The Principal of this Course is the Right Hon. H. A. L. Fisher, now Warden of New College, Oxford, and formerly President of the Board of Education for England and Wales. The staff is made up of men and women of the highest standing in Great Britain. There is probably no finer group of professors associated with any vacation course in the world.

The Course is divided into (1) General Course in Education, and (2) Lecture Demonstrations of Teaching Method and Practice. Under this second section there are three sub-divisions: (a) For Teachers of Seniors; (b) for Teachers of Infants and Juniors; (c) for Teachers of Children of all Ages.

The General Course in Education deals with English life and English institutions under the following headings:

1. Foundations of England.
2. English Speech.
3. English Law.
4. English Literature.
5. Political Organization in England.
6. English Educational System.
7. Religion and Religious Teaching.
8. England's Place in the World.

The inaugural meeting of the Course takes place in Guildhall, which is the very heart of London. There are visits to St. Paul's, Westminster Abbey and the Houses of Parliament, and receptions at the Halls of the Worshipful Livery Companies. There are also visits around London and throughout England to the historic spots of which one has read throughout his life. Altogether, especially for a Canadian student, it is one of the most attractive courses in the world.

Copies of the prospectus and further particulars may be had on application to the Secretary, Hugh W. Ewing, M.A., Montague House, Russell Square, London, W.C. 1.

## Local News

### LETHBRIDGE

At a recent meeting of the Lethbridge Public School Teachers' Alliance the following officers were elected for the ensuing year, Easter, 1928, to Easter, 1929:

President: P. J. Collins, 1740 7th Ave. N.

Vice-President: Miss A. J. Birch, Victoria Mansions.

Secretary-Treasurer: Miss Edna J. Scott, 1223 6th Ave. S.

Representatives: Mrs. A. McLeod, 416 8th St. S.; Miss J. A. Jepson, 536 12th St. S.; Miss M. I. Currie, Victoria Mansions; Miss J. S. Jackson, 1108 7th Ave. S.; Miss M. O. McLeod, 604 12th St. S.

### REVISED SALARY SCHEDULE FOR LETHBRIDGE TEACHERS ADOPTED BY BOARD

WITH Dr. Lovering, Mrs. McClenaghan and Miss Bawden voting for, and Mr. Westbrook and Mr. Cameron against, the revised schedule of salaries for public school teachers, proposed by Dr. Lovering, was adopted at a meeting of the trustees of the public school board held recently.

The new schedule is as follows:

Maximum salary of Grade I. teachers, 1st class certificates, \$1,800; 2nd class, \$1,700; Grade II., III. and IV., 1st class, \$1,700; 2nd class, \$1,600; Grades V., VI., VII. and VIII., 1st class, \$1,800; 2nd class, \$1,700. Annual increases to holders of first class certificates, \$60; second class, \$40. No teacher to receive an increase with an inspector's grading of less than "G," *provided such grading is approved by the superintendent*. No teacher to be retained with a grading of less than "Fairly Good." The status of any teacher receiving an inspector's grading of "Fairly Good" for more than two years in succession will be submitted to the board for special consideration. Teachers with special qualifications and ability in music or art who use them during the year may receive a bonus of \$25 to \$50 upon recommendation by the superintendent.

The new schedule is to go into force from and after September 1, 1928, it being understood that in the case of four teachers who have been on the staff for some time and who have already reached the maximum on the old schedule their salaries shall remain as at present.

### OBJECTORS' REASONS

While agreeing in principle with the new schedule, Mr. Westbrook voted against it on the ground that the differentiation between teachers holding first and second class certificates was too pronounced, as it might happen that a teacher who holds a second class certificate might, so far as teaching ability goes, be a better teacher than one with a first class certificate, and though he or she may get "Excellent" from an inspector's report, and the first class teacher only "Good," the increase in salary will be in the first case only \$40, while in the second, \$60. He did not think this was fair. He realized that scholarship counted, but at the same time, so far as the experience with present teachers showed, there were some with second class certificates who invariably received reports marked "Excellent."

He did not think that a teacher with a second class certificate with excellent teaching ability should be penalized, as it did not always follow that a teacher with higher scholarship was a better teacher when it came to imparting knowledge than one not so well equipped academically. Against this, it was argued

that there are exceptions to every rule and that special cases are provided for in a clause in the old schedule which still stands good.

Mr. Cameron's objection was that the increase of \$40 was too low, and that it should be \$50 in the case of second class certificate teachers.

At the meeting of the Board the Public School Local was represented by Miss E. Boles and H. H. Bruce, and at the same meeting high school representatives made a suggestion re cumulative sick pay, which matter was referred to a committee of the Board.

—LETHBRIDGE HERALD.

### CAMROSE NORMAL LOCAL

On Thursday afternoon, May 3rd, the Camrose Normal School Local, A.T.A., held their regular meeting with a large attendance. During the first part of the meeting, the delegate to the Annual General Meeting, Mr. Knowles, gave an account of what had been accomplished at the Easter week gathering. Then Mr. Barnett addressed the group, discussing what wages a teacher must demand. The members voted that this question should be put before the Camrose Normal Students' Union, and that evening members of the executives of the A.T.A. and the Union met for the purpose of drawing up such resolutions with the aid of Mr. Barnett.

At the Students' Union meeting on Friday a resolution was passed stating that they were in sympathy of not teaching for less than \$1,000 per year. A second resolution was then passed stating that pledges to this effect should be distributed for the students' signature. It is expected the majority will sign.

### CALGARY PUBLIC SCHOOL LOCAL

The following persons have been welcomed as members in good standing since the last report:

Miss L. W. Anderson	Miss E. Maveety
Miss H. Armstrong	Miss L. McClung
Miss J. Ballantyne	Miss J. McGaw
Miss E. Bruce	Miss V. Nurcombe
Miss M. Carmichael	Miss Ormerod
Miss E. Carson	Miss E. Pearson
Miss R. Cronarty	Miss F. Or Range
Miss A. M. Curtis	Miss F. Reynolds
Miss M. B. Grant	Miss B. Ray
Miss G. Hicks	Miss E. Roach
Miss M. Keir	Miss C. I. Sanderson
Mrs. L. M. Jenkins	Miss M. Simpson
Miss E. A. Knights	Miss L. L. Smith
Miss E. Leak	Miss H. L. Watt
Mrs. S. Maley	Mrs. A. E. Webster
Miss F. Malkin	Miss Weston
Miss K. Martin	

### CANMORE

The teachers of the Canmore School met on Monday, April 2nd, and reorganized the local. The following are the officers:

President, M. Macleod; Vice-President, Miss E. A. Hill; Secretary-Treasurer, Miss A. Wright.

### MONITOR LOCAL

Met on Saturday, April 28th, to hear the report of Miss M. B. Barclay on the Easter Convention.

Four members, with Mr. Morrison (a visitor from Whittton School) were present. The discussion took the form of comparing notes on "Teachers' Helps."

On Saturday, May 26th, the Monitor Local met and discussed the suggestions for Alberta School Week.

The last meeting of the term will be held Saturday, June 23rd, when a large turnout of teachers of the district is expected.

**REPORT OF PENSION'S COMMITTEE  
MEETING WITH CABINET  
MAY 13th, 1928**

THE general membership of the Alliance will be pleased to learn, I am sure, that their committee on Pensions have again been active in pressing upon the government the necessity of an early enactment of a desirable retirement scheme. This latest interview with the Premier, Hon. Brownlee, and the Minister of Education, Hon. Perren Baker, in the Premier's office at Edmonton was really a follow-up of the interview accorded the past-president of the Alliance, Mr. H. Sweet, Mr. R. D. Webb and myself by the Honorable Minister on the second morning of the A.E.A. convention, when in accordance with the expressed wish of the Alliance delegates, we were enjoined to press the Minister for some definite pronouncement on pensions, during his address to the convention. The result of this interview, apart from the very favorable impression left by Hon. Baker during the course of his constructive and statesmanlike address was an invitation to meet him with a small committee and consult on the whole subject of pensions at an early date.

Accordingly our General Secretary, Mr. J. W. Barnett, arranged the meeting which is reported herein and which was attended on the part of the Alliance by Mr. Ainlay, president A.T.A., Messrs. Elliott, Barnett, Smith and Sansom of the Provincial Alliance Executive, Mr. Powell, and the representatives of the pension's committee, Messrs. Webb and Brock.

We were received in a very cordial way by the Hon. Premier and the Hon. Minister of Education. The delegation was introduced by Mr. Ainlay in a few fitting remarks and the conference immediately settled down to an informal discussion. During the course of this discussion Mr. Brownlee reviewed the progress being made by his government in meeting the financial obligations of this province and in annihilating many of the handicaps still existing as fixed charges on the state which, as he stated, were the real reason why many most commendable social legislative projects could not be undertaken at the present time. He was opposed to undertaking a new project unless he was reasonably sure that it could be carried through to a successful consummation. But the future was already looking brighter and with the continued husbanding of our provincial finances only a short time more would be needed to make the most desirable of these social demands possible.

We, therefore, took the occasion to restate the grounds of our previous presentations and to assure his government that the same charity of opinion existed among the teaching fraternity as formerly in respect to the present possibility of enactment as we had at no time in the past endeavored to embarrass the finances of the province. The evidence of this lay in the fact that the committee, realizing the expenditure involved in the government's acceptance of our proposed scheme which on the basis of an equal contribution would at the very outset amount to more than one-eighth of a million dollars annually, had prepared counter-offers or suggestions. These compromising schemes would allow the government gradually to reach their proportion of the cost during a period of three, five or even ten years. The purpose in making these tentative proposals were not to be construed, however, as a smart plan, designed for the purpose of enticing the government into a scheme which later would involve an excessive expenditure. The present acceptance on a basis of increasing payment was conceived wholly on the basis of the teachers' sincerity in pressing for a

scheme and their great anxiety to provide for needy cases of disability already existing and to make it possible for those who were eager to retire, to do so without having to experience distress in their retirement years. The figures previously compiled re the number of teachers who were already of qualifying age for retirement presented a serious problem which must be met in an honorable way. The government's delay in granting enabling legislation was in reality tieing the hands of the teachers in their endeavor to help themselves and was moreover, increasing the load which the government frankly admitted would have to be undertaken at some time in the near future. Thus it was that a compromise plan would be very acceptable to the teachers at the present time, based, however, upon the absolute assurance that, at the termination of any such temporary agreement, the government should then accept its equal share of the contribution yearly made to the fund.

Assurance was also given the government that as the greatest benefits of any adopted scheme must assuredly go to those who have contributed longest, the fund would from the very beginning be safe-guarded from too over-generous exploitation especially during the initial years of its inauguration. Thus we would advise that a reserve fund be created at the very outset which would accumulate the principal of the teachers' contributions against the day of greater beneficiary demands. Present needs for retirement and disability allowance should be dispersed from a general fund created for the purpose and accumulated from the government's immediate contributions to the scheme, together with interest earned thereon and the contributions of short-term teachers as recommended in the Act. Further it was recommended that an opportunity should be given every teacher now teaching to decline participation in the scheme if he so desired.

At the conclusion of the conference, Mr. Brownlee again asserted the government's intention to go thoroughly into the matter in view of the fact that representations had been made so early. He instructed Hon. Mr. Baker to make a very thorough survey of our proposals and to report his findings within the next few weeks. This would make it possible for the members of the committee and of the provincial executive who happened to be in Edmonton, during the early part of July, either in attendance at summer school or on the examination board to again confer with the government on the matter.

In making this report I sincerely hope that the keen disappointment felt at the convention, on account of the delayed action in the matter of pensions, will in a measure be appeased by the report of this latest conference. The members present feel that progress has been made and the committee sincerely hope that no further stalling will take place but that the government intend to thoroughly investigate our proposal in an honest attempt to find ways and means of introducing this much desired legislation at the next regular session of the House.

Optimistically submitted.

M. W. BROCK,  
Chairman A.T.A. Pensions Committee.

**PROPOSED PENSIONS FOR TEACHERS**

THE teachers of the province are again approaching the government in their effort to secure adoption of a pension plan.

The government has replied to this request in the past by saying that the financial obligations of a pensions scheme would have to be carefully considered. This is

acknowledged, but examination of the financial end of the proposal should not unduly delay it.

The Minister of Education has intimated lately that a question of policy is involved. By this he probably means that a general pensions plan may have to be considered in relation to certain suggestions that he has in mind regarding changes in the School Act.

The *Herald's* understanding of this latter matter is that the changes that he has tentatively advocated relate only to rural school districts. Consequently, city teachers would not be affected. But whether the school act is eventually altered or not, this is not sufficient reason for indefinitely postponing action on a pensions scheme. A plan of pensions can be evolved that would allow for possible subsequent modifications of the School Act.

The Department of Education should aspire to securing the most efficient and stabilized staff of teachers that can be procured for all the schools of the province, in both city and country. An adequate pensions plan would contribute to this result. It would make for contentment and permanence in the service. It would give to teachers a feeling of security to which they are entitled. It would tend to hold good teachers in the profession, and would reward faithful service by assuring at least a minimum competence in the years when they are unable to teach.

Members of governments are not always as closely in touch with public sentiment as they feel that they are. In this instance the government will be in error if it thinks that the public will not approve of pensions for teachers. The public knows that by force of necessary economies teachers are rarely paid salaries commensurate with the importance of the valuable work that they perform, and there would be a general feeling of satisfaction if a fair pensions plan were applied in this province, which would, to some extent, compensate for the comparatively small salaries that teachers are given.

—*Calgary Herald.*

#### PENSIONS ARE BEING PROVIDED FOR NOVA SCOTIA TEACHERS

THE new system of pensions for Nova Scotia school teachers, forecast in the Speech from the Throne, is provided for in a bill introduced in the Local House by Premier Rhodes yesterday.

The pensions plan is a contributory one. A reservation of eight per cent. of provincial aid payable to teachers (estimated to yield \$30,000 annually) is to be duplicated by a like amount provided by the Government out of the consolidated revenues of the province. This annual amount of some \$60,000 will be supplemented by the interest on the fund which during the initial years will represent a substantial addition to income.

The following statement in respect of the plan was made last evening by Dr. H. F. Munro, Superintendent of Education:

#### PENSIONS PLAN

"On the assumption that the key to an improved educational system is the trained teacher, it follows that proper salaries, secure tenure and provision for retirement must be provided before young men and women will look forward to the teaching profession as their life work. While increased salaries depend to a large extent on the efforts of local school boards, adequate pensions can be provided only from public moneys and the contribution of the teachers themselves. Accordingly, with a view to establishing a modern pension scheme, the Department of Education has collaborated with a representative committee of teachers in the preparation of a pension bill which the Government is now presenting to the Legislature for its consideration.

"Of three schemes formulated by the committee the one recommended is a contributory plan based on

provincial aid as increased by the Education Act of the present session. Under the Pension Act a fund will be created known as the Nova Scotia Teachers' Pension Fund to be derived from three sources:

"1. A reservation of eight per cent. of provincial aid payable to teachers, estimated to yield at present \$30,000 annually;

"2. A like amount contributed by the province out of consolidated revenue;

"3. Interest on the fund which during the initial years will represent a substantial addition to income.

#### RETIREMENT ON PENSION

"Teachers will be entitled to receive a pension equal to three times the annual amount of their provincial aid at the time of retirement, provided they have taught thirty-five years or have attained the age of sixty after thirty years' service. But a disability clause enables a teacher to retire on pension if he becomes totally incapacitated as a teacher after fifteen years' service.

"Provision is also made for widows and minor children of teachers, under certain conditions calling for additional contribution from those wishing to take advantage of such benefits.

"While this new pension scheme, being a contributory plan, naturally applies only to those in the teaching profession after the Act comes into force, annuitants at present under the Education Act, who have retired because of disability, may re-enter the teaching service and qualify under the Pension Act.

"There are the usual provisions for a control of the fund and the legal protection of pensions. Recognition is also made, for pension purposes, of time spent as an exchange teacher, in any other part of the Empire, in the Military or Naval service or as an inspector of schools.

#### BEST PLAN

"After a thorough examination of many modern pension systems, the teachers' committee considered the proposed plan to be the best that can be devised, under existing circumstances in Nova Scotia, for the following reasons, among others:

"1. No special board of administration is needed.

"2. The pension depending solely on the class of license held at the time of retirement, the scheme encourages teachers to advance their professional standing.

"3. Being based on the government grant, the pension is the same for every teacher of the same class, a manifest benefit to the more poorly paid teacher.

"4. Contributions are easily computed and easily collected.

"5. The cost to both teacher and province is small.

"6. The scheme at once creates a fund to meet accrued liabilities."

The Pension Act will come into force as from August 1st, 1928.

## SHAW'S SUMMER SCHOOLS

offer a fine opportunity for Teachers to make a start on work for a Commercial Specialist Certificate or a Secretarial Diploma. Work begun in this way may be completed by our Extension Methods while employed in regular duties.

You are invited to write for full information to W. R. Shaw, Registrar, Department A.L., 1130 Bay Street, TORONTO, Ontario.

#### SPROTT'S FAMOUS

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are made from the best Steel in the World—by Expert Workmen—to suit the exacting requirements

Nos. 1 and 2 are recommended for school use. Your stationer has them

*A. G. Sprott*

# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month.



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**BLAIRMORE SCHOOL BOARD**  
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General Secretary-Treasurer,  
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Imperial Bank Bldg., Edmonton.

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## Editorial

### THE TEACHER SUPPLY

After very careful study on the part of the Executive and of other parties in a position to secure full information and speak with authority and certainty, it is concluded that the slightly perceptible set-back in salaries of rural, village and town teachers, during the past four years has been due almost entirely to a mistaken impression on the part of school boards and teachers that there have been more teachers desiring schools than there are vacancies to be filled. The following facts should, therefore, be carefully considered by teachers:

(1) At the present time there is a scarcity of teachers in spite of the fact that approximately 100 university student have gone out to teach, the majority of whom will [return to the university in the fall].

(2) The Department of Education advertised for teachers during April or late March and only six or seven responses were received as against 60 or 70 the year previous. The policy of advertising for teachers has been discontinued.

(3) Inspectors of schools report schools closed because no teachers are available. These schools will remain closed until the normal school students are available in June.

(4) There is likely, almost certain, to be an under-supply of teachers before October arrives, because:

The number of teachers leaving the profession at midsummer, plus the number entering from other provinces, plus those graduating from normal school in June, plus the additional number of new school districts and new rooms, will be less than: the number of schools requiring teachers at midsummer, plus the number of university students leaving schools to return to 'varsity by October 1st, next.

The students graduating from Normal Schools in June will not enter into a "mad scramble" for positions. The student body have passed a resolution that they will not indulge in underbidding nor apply for schools at a lower rate than \$1,000 per annum.

\* \* \* \*

Last year, owing to the large number of students who came into the province between the months of April and September there was a short over-supply of teachers between September and December. But, owing to the over-supply in British Columbia being practically exhausted and owing to the fact that teachers generally have been discouraged from coming to Alberta this year; and furthermore, when it is realized that a larger number of 'Varsity students have secured appointment this year than during recent years with the consequent larger number of vacancies by October 1st, due to their return to 'Varsity, it must be apparent that every teacher including Normal School graduates will be able to fit into the system not later than October 1st. Normal School students who can wait for appointment until October 1st are not likely to apply for positions before September.

Readers will do well to examine closely the article appearing in this issue, entitled "Canadian Literature as a Nation Builder." It is contributed by Mr. A. M. Stephen, prominent Canadian author and poet who recently toured Ontario and the West delivering addresses in this subject so near and

dear to his heart. Those who listened to the recital of his own poems, to his soulful plea, brimming over with earnestness and understanding of the difficulties besetting Canadian authors and their temptations to shake the home dust from off their feet and journey to fairer financial and more appreciative fields, could not but be impressed by the strong case presented by him for Canadian literature: it made one wonder if Canadian teachers and Departments of Education have really looked carefully into the situation, if not overlooked entirely the quantity and outstanding quality of the products of native-born writers. With United States economic and literary penetration; with the physical features of our vast territories the reverse of calculated to facilitate the creation of a homogeneous separate people; with two members in the Canadian family still looking at each other as strangers accidentally thrown together; with the Colossus to the south of us speaking the same language, is not there an imperative need of strenuous effort on the part of all Canadian citizens to fit Canada to make an individual contribution to world progress. Mr. Stephen's receptions left the conviction that, in the process of binding together our far-flung provinces and the creation within us of the soul and spirit which will preserve our individuality in the stress of circumstances and produce a distinct nationhood, the importance of the native-born creative artist can not be over-estimated.

\* \* \* \*

#### EDUCATIONAL RESEARCH COMMITTEE FORMED

THE first meeting of the Educational Research Committee of the Alberta Teachers' Alliance met recently and decided to deal thoroughly during the present year with two lines of work: the (1) Location and Encouragement of Mathematical Talent in Public School Pupils throughout the Province; (2) Diagnostic Work leading to the Discovery of Various Types of Pupil Difficulties in Actual School Work. Besides these two activities the committee will devote considerable attention to: Research in the Matter of Vocational Guidance of Pupils; Investigation and Study of Various Types of Supervisory and Administrative units Applicable to the Present Provincial Educational Situation; Standardization of Tests and Norms for Tests for the various Subjects of the Course of Study in the Public Schools.

The Educational Research Committee was formed by the Provincial Executive of the Alliance with a view to giving information to teachers and public on current educational systems, procedure, problems and recent educational development and evolution. Investigations ordered by large city school boards; frequent criticism of the course of studies as unsuitable; criticism of methodology and results of instruction, of examinations and the alleged cluttering-up of secondary schools with unsuitable material evidences a belief, rightly or not, on the part of the public that something is wrong with the educational system. Also, the Premier has stated recently in the Legislature that the whole School Act will be the subject of immediate complete revision and the rural school district, according to the Minister of Education, is to be replaced by a larger unit of administration.

With a view to dealing with this situation the Executive of the Alliance at a recent meeting appointed the committee which will not consist necessarily of members of the organization. The Chairman of the Committee is Mr. Sansom of Camrose Normal School; the other members being: Dr. LaZerte of the University; L. H. Bennett, Provincial School of Technology, Calgary; H. C. Newland, C. B. Willis, W. Wees and D. L. Shortliffe, Edmonton; Miss Mary Fowler, Medicine Hat, and the members of the Provincial Executive.

#### A.T.A. PUBLICITY COMMITTEE SUGGESTED SCHEME FOR THE YEAR

SCHEME FOR THE ORGANIZATION BY THE A.T.A. OF AN  
"ALBERTA SCHOOL WEEK," OCTOBER 1ST  
TO 7TH, 1928

##### PURPOSE

To arouse the public to greater interest and greater appreciation of the work and organization of schools. To stimulate a spirit of co-operation in public, parents, and school workers, in the matter of education.

##### REASONS FOR SCHEME

1. The prevalence and apparent success of this form of advertising propaganda in other lines, i.e., U.F.A. Sunday, Fire Prevention Week, etc.
2. The tendency toward apathy and indifference on the part of both parents and public with regard to education.
3. The undoubted fact that much of the success of the work of the teachers in the school depends on the interest and enthusiasm of all four parties concerned, the public, the parent, the child, and the teacher. While dividends on the investment in education are always very intangible and hard to measure, there is no question but that these dividends increase very greatly with increase of respect and enthusiasm for knowledge and education, and with increase of respect for the teacher and her work and place in the community.

##### SUGGESTIONS FOR OPERATION OF SCHEME

1. All publicity to be of a non-controversial character.
2. Secure co-operation of press throughout the Province, in the following forms: (a) intensified news, day by day throughout the week, dealing with local or general educational topics; (b) Special articles by educationists, and, where possible, local teachers; (c) Editorial comment and leading articles.
3. Secure co-operation of service clubs and similar organizations along the line of special luncheons or banquets with teacher guests and speakers.
4. Secure co-operation of church: Special sermon, address or other programme referring to education, on the Sunday concluding the week, possibly short address by local teachers.
5. Secure co-operation of Parent-Teacher Federations, where such exist, along the line of special rally, or any other line of publicity which they may be able to work out.
6. Secure the co-operation of the Department of Education: (a) by consultation with the Supervisor of Education, the Chief Inspector, and any other interested officials, as to how the Department might help the scheme along; (b) by short statements from the Minister and leading officials, to appear in the leading dailies, emphasizing the importance of education in the province.

7. Co-operation of Trustees' Association, and local school boards and their officials, in any way which could be worked out mutually by teachers and school boards.

8. The circularization of the various parties mentioned, with suggestions for the various lines of publicity, to be carried on by the A.T.A., either during the latter part of the spring term, or first thing in September.

9. Circularization of all locals, with suggestion of formation of local committee to work out the suggestions, and co-operate with the other local bodies, to be carried out shortly after Easter.

## From Behind a School Teacher's Desk

### WHAT DO I THINK OF MY PROFESSION?

By ALETTA E. MARTY, M.A., LL.D.

THE invitation has come to me, on different occasions, to write an autobiographical sketch of my life for the purpose of showing the influences that moulded me and shaped my professional career. Whilst I have never had any hesitation about expressing my views on matters pertaining to my profession, I must confess to a certain diffidence when confronted with the proposal that I should dissect my own personality for the public. Biographical facts are easily obtained and may be left to others. My method is to begin at the other end. I shall set forth the principles which, as a teacher, I have stood for and stand for today. Occasionally I shall link these with formative influences, but generally I shall leave it to the reader to connect effect with cause and vice versa. In adopting this method which is, I believe, sound pedagogy, I am but following the instinct of the teacher.

Once a teacher, always a teacher and everywhere a teacher. I admit it. I make no apology. I even glory—not in my shame—but in my profession. Sentimental platitudes on the nobility of the teaching profession have never appealed to me. They have been used too often as a sop to soothe the unrest among teachers, due to lack of economic and social recognition. On the other hand, having been reared in a home where sacrifices were made for education, which was always a first consideration, I was early in life imbued with a sense of the high calling of the teacher. Being the fourth member of the family to enter the teaching profession, I naturally carried this professional attitude with me. I had no *mauvaise honte* at the thought of being taken for a teacher; on the contrary, it was a cause for pride. An incident which occurred after I had been teaching three or four years illustrates this point of view. One bright August morning at the close of the summer vacation I boarded the train on my way back to begin the work of a new term. The car was crowded, and finally I was beckoned to a seat beside a motherly, talkative woman from the United States. A few leading questions, and I had confided to her who I was and where I was going. She at once exclaimed, much to my surprise: "I knew you were a teacher the minute you walked in with that brisk step and quick look to right and left." I was tremendously flattered and highly delighted. Unsophisticated? Yes, but I was after all reflecting the general point of view. As a body of teachers, we respected our profession and were proud of it.

During the space of thirty or forty years public sentiment has changed. By way of comparison let me cite the case of two teachers returning a few years ago

from a trip to Europe. They did not wish to be known as teachers on board ship, lest that might interfere with their "having a good time," as they termed it. Consequently, when filling in the blank forms of identification, they avoided signing "teacher" after "occupation." Entirely unconscious of the loss of dignity, they preferred the suggestion of leisure and of economic dependence contained in the words "living at home."

Only last summer a teacher told me of the delightful holiday she was having at a certain resort, adding with evident pride: "The guests have no idea yet that I am a teacher." In response to my bewildered and interrogative look she said apologetically: "You see I have to get away from my profession; I require a complete change." I am not convinced that in order to get away from one's regular work at a summer resort it is necessary to hide the nature of it.

Loyalty to one's profession is a sacred trust. Viewing one's profession from the lowest standpoint, it is a means of sustenance. We have all read of the serpent that stung the hand of him who warmed it. George Eliot makes Romola say of Tito: "He came at last to commit some of the basest deeds. . . . He denied his father." How about denying one's profession?

### THE MEANING OF THE CANADIAN TEACHERS' FEDERATION

By E. A. HARDY, B.A., D.PAED., President C.T.F.

IN the April Journal of the National Education Association I find the following statement by Secretary J. W. Crastree of what the N.E.A. means. With some very slight modifications—as we are a much younger organization—it may stand as an excellent statement of what the Canadian Teachers' Federation means to Canadian boys and girls, Canadian teachers and the Canadian nation. Surely you and I want to do everything in our power to translate such high minded ideals into actual service.

#### The Canadian Teachers' Federation

It works for the youth of the nation.

It advocates better salaries for better teachers.

It brings to the spotlight worthy school activities.

It broadcasts progress and worthy achievements.

It is the clearing house for local and state associations.

It is the voice of those in the service.

It shapes the ideals of the profession.

It is the power plant of educational progress.

Its goal has been for a decade "A stabilized, all-inclusive membership and the entire profession at work on its problems."

#### The Winnipeg Conference

It is to achieve such aims that the *Ninth Annual Conference* of the Canadian Teachers' Federation is meeting in Winnipeg, July 24th-26th, this summer. Full announcements are being made by the Secretary, but I should like to call your attention to the two addresses by Dean W. F. Russell, of the Teachers' College, Columbia University, New York, on "Teacher Training and Educational Research." Dean Russell is at the head of what is probably the greatest training college for teachers in the world. He is keenly interested in Canadian teachers and their professional organizations and has a message that will be stimulating and challenging to all of us.

#### Geneva, 1929

Keep Geneva, July, 1929, in your plans, for the World Federation of Education Associations' Conference in that historic city will be a gathering of momentous importance. Great preparations are already under way for the sessions of this Conference, and we expect at least 500 Canadian teachers to be among the delegates. Begin your plans now.

## Immigration

J. M. NAGLE

MR. ROYCROFT'S article in the May issue opened up a field that is worthy of our best thought. Teachers in the west should be in a position to give some valuable opinions on the subject since they are in contact with its products.

It seems that the solution of all our economic ills rests with the increase of immigration. Pulpit and platform have united in extolling the benefits of multitudes of newcomers of their respective brands. General MacRae's scheme is but the culmination of a series of less grandiose projects. Now and then a voice is raised in warning but the movement goes merrily onward.

The question of immigration resolves itself, largely into the question of assimilation—at least that is the popular opinion. Unfortunately it is hard to find completely accepted standards of assimilation. The fact that assimilation bulks so large argues one of two things—either some peoples are inferior to others, or some classes of some peoples are inferior to others of the same people and of other nations. Differences are of themselves not a disadvantage; it is when they are negative that assimilation becomes necessary. Personally I do not greatly believe in Nordic superiority, in so far as the white race is concerned. But I do believe in the influences of heredity and of environment. It is not enough to make the immigrant similar to ourselves. We have a right to expect immigrants who do not need to be re-cast. Given careful selection on a basis of heredity and environment, we can, I think, forget religion, language and race. I care not what language a man speaks, what gods he worships, or what system he has lived under, if he brings with him honesty, ability and industry, and a determination to make this country his home and centre all his interests here and here only. He will be welcome.

So far, I believe, most will agree with me. The rest you may doubt but you should give it serious thought. This continent has its foundations in private endeavor. What has been accomplished here has been done without government subsidies on any appreciable scale, and generally without the slightest vestige of government financial aid. The glaring failures in all early colonization schemes are clearly the results of paternal aid from the state. In the face of this are we going to tempt fate by immigration schemes great or small which have, as their motive power, grants from the government. That such things have been seriously considered by our politicians shows either extreme lack of knowledge of our history, inability to interpret that knowledge, or a bad case of chronic ward politics. We are building here, on the foundations laid by the natural selection brought about by pioneer conditions, a civilization second to none; we have shown and are still showing the road towards the betterment of the human race; are we now about to take our hand from the plow. Has the time arrived when we must write "finis" across the pages of our progress; must our duty to our fatherland and to humanity be laid as a sacrifice on the altar of the old world's unrestricted birth-rate; are we ready to write mediocrity across our future. If not, it is time to call a halt and formulate effective measures to preserve what has been accomplished and plan the future.

In conclusion I would recommend anyone interested to read Professor East's "Heredity and Human Affairs." It was reviewed in The Country Guide of May 1st.

## Science Chief of Strathcona High called by Death



A. M. MUNRO, M.A.

Ex-pupils of Strathcona High School, Edmonton, will learn with regret of the death of Mr. A. M. Munro, which occurred on Wednesday morning, May 9th, following an illness of several months. Mr. Munro was for the last fourteen years Science Master at Strathcona High School and was highly respected and beloved by the hundreds of pupils who received their instruction under him. He was one of the staff of the Bureau of Education on its formation, and was well known among the teachers of the province for his attainments in the teaching profession and in his professional studies.

Mr. Munro was born at Wardsville, Ontario, and came west in 1904. After teaching with marked success in the town school at Lamont he entered the University of Alberta from which he graduated with honors in science in 1914. Then followed his appointment to the staff of Strathcona High School. While teaching he completed his M.A. degree and also took further courses as a post-graduate student in education, psychology, and philosophy.

For twenty years Mr. Munro was an active member of the Masonic Fraternity, was a Past Master of Acacia Lodge, Strathcona, and a Past District Deputy Grand Master of the Grand Lodge of Alberta. He was a faithful member of the Baptist Church, and for several years conducted the Bible Class in the Allendale Mission. He leaves to mourn his loss his wife, two sisters in Ontario, and a brother in New York.

## A County Administration Unit

H. C. SWEET, B.A.

**D**ISSATISFACTION with the present small administrative unit for schools has become widespread in Alberta during the past ten years. The proposal that there should be a larger unit has found many proponents among the educators and among those in positions of educational authority. Much has been said and written favoring the larger unit in a general way. The proposal that its territorial limits should coincide with those of the rural municipality is the one of the suggested plans with which we are most familiar. During the past year, however, those in authority and others interested in the question have come to the conclusion that since reform is necessary, reform should be thorough-going and that a unit larger than the present municipality will be found to be most successful. In view of the fact that a completely revised School Ordinance has been promised by the provincial government, in view of the progressive and constructive policy outlined in the recent addresses of Hon. Perren Baker, the Minister of Education, and in view also of the commission which has had under review the whole system of taxation in the province, a discussion of the nature of the new unit is at once timely, and desirable, too, in that it permits us, the workmen in the educational system, to record our views on this all-important topic.

In contemplating a larger unit of administration it must not be felt that we are considering the introduction of anything original in educational practice. The movement has been going on in every Anglo-Saxon country in the world and has been partially realized in several.

Our custom of having small one-school units can be traced from New England through Upper Canada and Manitoba to Alberta. Actually the customary unit in New England before 1789 was a large one, one board operating several schools in a township. However the small district has proved most suitable to pioneer conditions and has been the prevailing type. Even in 1871, however, Egerton Ryerson stated reasons, including most of those which we now hold to be valid, for the larger district. British Columbia established municipal units in 1906. Twenty of the United States have adopted the county unit. Experimental municipal units have been successful in Manitoba. The Premier of Ontario proposes township boards. In England the local boards established by Gladstone's Act of 1870 were in 1902 superseded by the borough councils which now act as the Education Authorities. Thus we see that the prevailing tendency in England, the United States and Canada is toward the larger school district.

The term *municipal unit* for administration of schools is considered, generally, to mean a district with boundaries the same as those of the city or rural municipality, this to be the unit for local taxation for educational purposes, with one school board in control of all the schools operating in the municipality. The *county unit* would correspond in size to a county in, say the state of Montana—an area probably equivalent to three or four of our present rural municipal districts, with one board administering the affairs of all the schools in the county, including the town and village schools located therein. The boundaries of the present city districts would be left as they are or slightly enlarged to provide compact counties to be administered by the city boards.

The *provincial unit* would involve the abolition of all local boards and would provide for the operation and financing of all the schools, the employment and payment of teachers by the Department of Education in Edmonton, or by a commission subject to the Department. While this may appear to be the logical conclusion to the larger unit argument and the ultimate in the simplification of the system, grave difficulties attend it which could not but decrease its effectiveness.

The disadvantages of the present system are acknowledged by the advocates of provincial and county unit alike. These include inequalities in taxation in the various districts, resulting in unjust burdens being placed upon the people of some districts while others, more fortunate, enjoy comparatively cheap education. Too, one must mention the inequalities in the period of operation during the year (largely remedied by our present Departmental administration during the past five years). Another disadvantage lies in the inadequate supervision of schools existing under a system where a small group of inspectors, working as steadily and efficiently as they can, may hope only to visit most schools once a year. Under these conditions they can never aspire to regulate, assist and encourage the teachers under their charge, as the number of schools which each must visit is too great.

When one adds to these outstanding disadvantages the dangers from too immediate local control, incompetence of many school boards without a trained technical advisor, multiplicity of tax-collecting authorities, inadequate facilities for high school education, and lack of encouragement for the teacher to remain in the rural school, the conviction must follow that the present system must and will go. The establishment of a county unit—one board managing the affairs of a district which includes sixty or more rooms would effect the disappearance of all these and other causes of dissatisfaction which are inherent in the present system and which require reform today.

The main contentions which I wish to submit favoring the County System as compared with the Provincial Unit are:

(a) That of the several proposals for reform it is the most logical in the light of its proven success in many instances.

(b) That it does not interfere with the operation of the principle of local self-government as the provincial plan does.

(c) That it is a unit which will prove conducive to better teaching and vastly more efficient supervision.

(d) That it would give the province better service in continuous operation, more efficient financing, more equal adjustment of the burden of taxation, and in simplification of the Departmental records, grants and correspondence.

Proposals for the reform of the present small-district system include:

(a) Consolidation.

(b) Formation of Rural High School Districts.

(c) Municipal Units.

(d) County Units.

(e) Provincial Direct Control.

*Consolidation* has many good points, seventy of these districts having been organized, but the movement now seems to be at a standstill. The *Rural High School*

proposal usually is halted owing to difficulty of apportioning taxes among the several districts, consent of many boards of trustees being required. *The Municipal Unit* is not large enough to allow for the employment of supervisors and a difficulty arises in the disposition of the present town and city districts. The town which might hesitate to join the adjacent R.M.D. for operation of schools will be especially willing to be part of an efficient county system if the headquarters for the county may be planned to be located there. The *Provincial Unit* means a venture into the field of experiment, as examples of the successful operation of such plans are not immediately to hand. With its establishment we have the prospect of a vast civil service of teachers, paid and employed by one headquarters, their freedom of movement cut down, and with vastly increased possibilities of the faults of too general a bureaucracy.

The county system on the other hand has proven feasible in many instances. The administration of any of the city systems in Alberta can be taken as an example of the success of the county plan. The establishment of a county including, let us suppose, an area of twenty-four townships in the district about Stavely, Granum and Claresholm would cause one board to provide for the education of practically the same school population as is at present provided for by the board of the city of Medicine Hat or Lethbridge. The county plan would merely extend the system which, now in existence in the cities, has provided efficient supervision, local but not too immediate control, modern high school facilities, and a feeling of local pride in teachers and citizens in the possession of a modern system.

Among the advantages which have been found to follow the establishment of the larger (but not state-wide) unit, whether it be the American county, the city of Calgary, or one of the experimental districts of Manitoba are the following: Better buildings; buildings more logically located; better school equipment; a more advantageous school environment when the pupils find themselves in larger classes and groups; better teachers with less tendency to rush from a short rural experience to city positions; a better class of citizen attracted to the office of trustee, especially when the boards are not too large; a more business-like administration (more regular payment of salaries being not a minor item from the teacher's standpoint); no small ten-pupil schools—the most expensive type of education if cost per pupil per day be considered; the rural high school brought closer to the teen-age pupils in the country districts; possible provision for medical and dental examination of pupils in the rural parts with consequent measures to remedy physical defects.

The provincial commission on taxation favors the county system as this would simplify the financing of education.

To sum up, the county system is feasible; it has been proven so in actual practice, and it bears the seal of approval from the Provincial Commission on Taxation.

The feasibility of the Provincial Unit is not so certain. It might work well enough with Alberta's present population but its success would be doubtful in the future when as every indication leads us to believe the population will have doubled and trebled. With increased population and new schools being built everywhere, the provincial direction of the whole would necessarily prove too remote for effective control.

It is almost axiomatic that in Anglo-Saxon countries the local unit—whether it be the moot of the Saxon or the municipality of modern times—will not and cannot

be submerged. The idea of a provincial unit implies the conduct of education in the province from the decision of matters of major importance to the performance of the most petty of clerical duties by a vast civil service unaided and unadvised by local bodies. This bureaucratic system would speedily be found to run counter to the sentiment of the people and to incur their opposition.

Then again (by provision of the B.N.A. Act) religious minorities must continue to be allowed to operate separate schools. The Provincial Legislature cannot alter this. The county plan will leave room for an insistent religious minority in the county to conduct its denominational schools. These minorities will in all probability insist on their right to have separate schools even if the provincial plan is introduced. For consistency in principle, therefore, control of schools, public as well as separate should remain to an extent local.

My third contention is that the county unit would be conducive to vastly more efficient supervision, to better teaching and to better conditions for teachers.

In the provincial unit plan the tendency would be to continue the present system of inspection with very rare visits to schools. No supervision can be accomplished on the basis of one visit a year. The function of the supervisor should be the regulation of progress in all rooms under his control, to a certain well-defined amount of work for each month. It should include supplying the teachers with aid and resources for their work from a central office. It should permit frequent visits to rooms where assistance is needed. In a word it should involve the building up of the effectiveness of the schools and rooms in his charge and the encouragement and inspiration of the teachers by advice, criticism and the furnishing of supplementary material to aid them in their efforts. This may be an idealistic statement of his function, but it should be striven for. How can this come under the provincial unit? There will be under it a small supervisory staff, as the logic of having a supervisor for each county will not suggest itself where there are no county units. Under the county system with local control there will be no suggestion of sharing the services of the supervisor with another county. The element of pride and desire for the best will demand that his attention be devoted to the needs of that county alone. Under such a system the teaching with better supervision and attention would have to improve. Teachers would be placed where they would be able to deliver the maximum of service. The aid which they would receive would improve their effectiveness. The fact that they would still have the right to decide where they would teach, so far as the particular county is concerned, would preserve their independence and self-respect. In the matter of salary also would an improvement be noticed. A county school board would jealously guard its reputation of fair dealing and generous salary schedules in order to secure the best teaching service. Under the provincial plan there would be too great a danger of setting a low standard of salaries as it would be realized that if all salaries were on the same schedule there would be no great protest.

#### A SYSTEM THAT WOULD GIVE BETTER SERVICE (LESS COMPLEX FINANCE AND CORRESPONDENCE)

My last contention is that under the county system the province would be better served by the system as a whole. In the matter of financing the Provincial Commission on Taxation has stated that the application of a definite educational tax all over the province would be an improvement (the bulk of the money thus collected, together with that from the usual sources, coming back to the districts as grants). That it would

remove a grave injustice must be admitted when one considers that the mill rate for education ranges in this province from three to over forty mills. The exponents of the provincial system may say that reform of this condition would be possible under it also. But let us consider the cumbersome machinery involved. Under the county system the mill rate having been decided upon by the Department the board would merely issue tax notices, collect and administer their affairs. Under the provincial system a vast machinery for collection would have to be created. The necessary checking and accounting would be greatly increased. Delays in forwarding money to teachers and whatever local official would be employed would be probable. A government department moves slowly. On the other hand the county board with an efficient secretary would be able to handle the collections with efficiency and dispatch as he would be on the ground and have a small enough territory to work.

Continuous operation would be possible without loss of students' time. Under the direction of a Department at Edmonton this economy of time would not be marked. The school would close and the teacher leave. Who could act most effectively, a distant office with a press of business, or a board right on the ground?

A last feature of the efficient service that the county unit would give: Under the present system in connection with operation of a school there is a tremendous amount of correspondence, including that concerning grants, attendance returns and all the infinite number of details that require departmental sanction. Would not this be vastly increased under provincial administration, when everything would have to be referred to Edmonton for decision and permission? I hesitate to think of the vast number of officials, local and central, that would be required. Under the county plan the number of

grants would be reduced to the number of counties. Attendance work could be carried on by local attendance officers and generally a simplification in matters of correspondence and records would result.

In considering the subject under discussion we arrive at the following obvious conclusions:

*First*, that either the provincial or county system would be an improvement over the present one, particularly in rural areas.

*Second*, that the county plan has been tried and proven a dependable and efficient unit of administration.

*Lastly*, that while the provincial plan has much to recommend it over present conditions, there are many weaknesses inherent in the idea itself, and it is at best a venture into the realms of experiment.

## Correspondence

To the Editor of *The A.T.A.*,  
Edmonton, Alberta.

Dear Sir:

In your July issue you gave an excellent article on P.T.A. and its work. As it is so very difficult to get material or speaker on P.T.A. work as so few really understand its true work or significance, would it not be possible for you to give us some more articles on this work, which is invaluable to the teacher, in your Magazine, *The A.T.A.*

Thanking you for past help, I am

Yours respectfully,  
G. B. CORNELL.

EDITOR'S NOTE:—How many teachers think likewise?  
Articles on the matter will be welcome.

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Director  
TEACHERS' HELPS DEPARTMENT  
MRS. A. JORDAN

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Medicine Hat

**A**NY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

## OUTLINE FOR JUNE

### ARITHMETIC

**Grade I**—General review. Finish combinations and separations to 12. N.B.—Stress number language.

**Grade II**—Review.

**Grade III**—Review. Problems. Problems—refer to: (1) Thorndyke's Arithmetic; (2) Alberta Public School Arithmetic.

**Grade IV**—Review.

**Grade V**—Review.

**Grade VI**—Review.

**Grade VII**—Systematic review of the year's work.

**Grade VIII**—Review.

### READING AND LITERATURE

**Grade I**—One Supplementary Reader.

**Grade II**—Review Reading, Memory Work and Literature.

**Grade III**—Review. If more memory work can be taken, fill in with selections from "The Third Reader."

**Grade IV**—(a) Silent Reading: (1) An Explorer's Boyhood;

(2) Review.

(b) Literature: John Ridd's Ride.

(c) Memorization: Girl to Her Grandmother.

(d) Oral Reading: (1) Maggie and Tom; (2) Little Brown Hands; (3) Summer Storm.

(e) Literary Pictures: (1) King's Court (Three Minstrels); (2) John Ridd's Farmyard.

**Grade V**—Review. Memory Work: "My Thoughts."

**Grade VI**—Review.

**Grade VII**—Review.

**Grade VIII**—Review.

### WRITING

**Grade I**—Sentence Writing.

**Grade II**—Practise words and sentences.

**Grade III**—Review Letters.

**Grade IV**—Addresses and Sentences.

**Grade V**—Review.

**Grade VI**—Review.

**Grades VII and VIII**—See January Outline.

### ELEMENTARY SCIENCE

**Grade I**—(a) Butterflies: first seen and what they are like; what they are doing; return of flies and mosquitoes.

(b) Bouquets for home and school; effective arrangements.

(c) Continue observation of birds.

(d) A nature study walk for the whole class.

(e) Review all nature study taken in the past year.

**Grade II**—(a) Competitive naming of flowers.

(b) Descriptions of growing gardens.

(c) Recognition and brief description of five birds—habits, nest, song, food-getting, etc.

(d) Insect life, development of butterfly or moth from caterpillar.

**Grade III**—(a) Flower recognition.

(b) Bird recognition, birds and their nesting, young birds.

(c) Insects such as moths and butterflies. Recognition of any two: sulphur, swallowtail, tent moth, cecropia, clothes moth, cut-worm.

(d) Leafing out of trees.

(e) Grasshopper.

(f) Growing gardens.

(g) Weeds.

(h) Summer games.

**Grade IV**—Nature Study: Lady bug; dragon fly; plants for observation.

Geography: Review.

Hygiene: Review.

Grade V—Review.  
Grade VI—Review.  
Grade VII—Review.  
Grade VIII—Review.

### LANGUAGE

**Grade I**—(a) Continue and complete all unfinished work. Review memorization of Nursery Rhymes and Poems.

(b) Re-telling by the pupils and dramatization of the stories to be taken.

(c) The pupils should be able to write an original sentence.  
(d) Teach writing of the number names, one to ten.

(e) The teacher tells new stories as desired.

**Grade II**—See May Outline.

**Grade III**—Review and drill on previous work.

**Grade IV**—See May Outline.

**Grade V**—Review.

**Grade VI**—See May Outline.

**Grade VII**—Review.

**Grade VIII**—See April Outline.

### ART

**Grade I**—Ex. 10: The drawing and cutting of simple leaf forms.

**Grade II**—To draw plant forms in crayon and to make free hand cutting of same in paper.

**Grade III**—Ex. 10. Illustrative Composition, correlate with Literature and Supplementary Reading.

**Grade IV**—Ex. 10.

**Grade V**—Pencil Drawing of a simple still-life group of two objects of cylindrical, hemispherical, or conical type, not too intricate in contour. Finish in accented outline.

**Grade VI**—Finish all work.

**Grade VII**—Finish all work.

**Grade VIII**—Review year's work. Decorate cover of book.

### SPELLING

**Grade II**—Review and tests.

**Grade III**—See September Outline.

**Grade IV**—See December Outline.

**Grade V**—See September Outline.

**Grade VI**—Review.

**Grade VII**—See January Outline.

**Grade VIII**—Review.

### CITIZENSHIP

**Grade II**—Review.

**Grade III**—(1) Sense of Responsibility; (2) Work; (3) King's Birthday; (4) Self discipline; (5) Stories.

**Grade IV**—See May Outline.

**Grade V**—Review.

**Grade VI**—Review.

**Grade VII**—Review.

**Grade VIII**—Review.

### LANGUAGE—Grade I

Exercise I—

1. Do you have a birthday?
2. How often does it come?
3. What do you do on your birthday?
4. In what town or city do you live?
5. In what province is it?
6. When is Canada's birthday?
7. What did you do on Canada's last birthday?
8. The third of June is whose birthday?
9. Where does he live?
10. Have you seen a picture of him?

Ex. II—Complete the following sentences as No. 1 is completed:

1. A horse has hair.
2. A bird has —.
3. A fish has —.
4. A sheep has —.
5. A fox has —.
6. An elephant has —.
7. An oyster has a —.

Ex. III—Lesson in comparison:

(a) Apples may be sweet or sour;	(b) A day may be sunny or cloudy;
little or —;	warm or —;
hard or —;	clear or —;
large or —;	cold or —;
green or —;	pleasant or —;

(c) Boys may be good or (d) Pencils may be long or  
 bad; short; merry or —; dull or —; asleep or —; rough or —; gentle or —; soft or —; wise or —; old or —; tall or —; black or —.

IV. Write a sentence beginning with "I saw."  
 Write a sentence beginning with "give."  
 Write a sentence beginning with "you."  
 Write a sentence ending with "June."  
 Write a sentence ending with "Sunday."  
 Write a sentence beginning with "sun and rain."  
 Write a sentence about "a robin."  
 Write a sentence ending with "grass."  
 Write a sentence containing "hand" and "on."  
 Write a sentence ending with "frogs."

#### Grade I—POETRY

##### The Anemone

Silvery furred in the dusty grass,  
 Purplish-red through a mist,  
 Cosily nestled, close to the ground  
 Held tight like a baby's fist—  
 A dear little knot of wonder lay,  
 Kissed by a whispering sun-warmed ray.

Lo! it opened and, tinted mauve,  
 Rose from a chalice of gold,  
 Velvet petals uncurled and drooped  
 Revealing each crinkled fold,  
 Silken, slender, dainty and wee  
 This lavender-tipped anemone.

—C. L. BRADLEY.

##### The Busy Sun

You think the sun is lazy?  
 Well, that's a great mistake;  
 Unless the morning's hazy  
 He's up before we wake.

He draws each big cloud curtain  
 Back from across the sky;  
 Of this I'm nearly certain;  
 I've seen them sailing by.

Then as the day is breaking—  
 It breaks at different hours—  
 He goes his round of waking  
 The sleepy birds and flowers.

Then on he goes and teaches  
 The sunbeams how to dance;  
 Next paints the plums and peaches;  
 I wish I had the chance!

So, though he's fond of playing—  
 And tell me, who is not?—  
 I am quite right in saying  
 He works an awful lot.

—LESLIE M. OYLER

##### When Raindrops Fall

When the big clouds look down  
 With a horrid black frown,  
 Fairies fly helter-skelter  
 To find warm, dry shelter;  
 For rain spoils their wings  
 And their dresses, poor things!  
 So in leafy bower,  
 Whene'er there are showers,  
 You'll find fairies asleep  
 If you know where to peep.

#### LANGUAGE—Grade III

I. Write the contracted form of each of the following:

I am; she is; did not; have not; I shall; were not; we will; is not; he will; could not; it is; do not.

II. Write in full each of the following: they'll, she'll, didn't, doesn't, hasn't, he's, you'll, aren't, we're, wouldn't, they're, you're.

III. Write the following sentences making contractions when you can:

- (a) I shall go to school on Monday.
- (b) The flowers are not in bloom.
- (c) The boys do not play in this yard.
- (d) We are not going to the picnic.
- (e) It is time he was there.

(f) Mary is not here.  
 (g) You are the first to play.  
 (h) Mother does not want the parcel.  
 (i) They will keep me in the house.  
 (j) I have some pretty blossoms.

IV. Write five sentences of your own, using "I'm not," five, using "he isn't," five, using "they aren't," and five using "you aren't."

#### The Butterfly and the Bee

Methought I heard a butterfly  
 Say to a laboring bee:  
 "Thou hast no colors of the sky  
 On painted wings like me."

"Poor child of vanity! those dyes,  
 And colors bright and rare,"  
 With mild reproof, the bee replies,  
 "Are all beneath my care."

"Content I toil from morn to eve,  
 And scorning idleness,  
 To tribes of gaudy sloth I leave  
 The vanity of dress."

—WILLIAM LISLE BOWLES.

#### LANGUAGE—Grade IV

I. Copy these sentences and use quotation marks where needed:  
 (a) Will you walk into my parlor? said the spider to the fly.  
 (b) No, I am afraid, said the fly.  
 (c) The spider said, I have many pretty things to show you.  
 (d) I have heard what you have, and I do not care to see, said the fly.

II. Supply enough in each sentence to make a proper quotation, and use quotation marks where needed:

- (a) —— the door, cried the man.
- (b) The next —— leaves at four o'clock, said the guide.
- (c) —— books are not here, said John.
- (d) His father answered, —— must have lost them.
- (e) —— me your paper, said the teacher.
- (f) The boy answered, —— have not finished it.

III. Make a list of ten verbs, used as "answered" and "said" are used in the above sentences.

#### NATURE STUDY—Grade V

##### Starch

Starch is one of the most wonderful substances in the world. It is the link between the quick and the dead; it is the white bridge between the sun and the human soul; it is the driving force of all living things; and its origin is worthy of its services to the world. Chemically it is a paradox, for it consists mainly of black carbon and water, yet it is neither black nor wet, but white and dry.

Let us see where and how nature makes starch. Nature makes it in only one place—in a green leaf. Exactly how she makes it we do not understand, but we know a good deal about it. We know that a green leaf exposed to light always forms starch, and that if the leaf is kept in the dark no starch is made. We know, too, that the black carbon in the starch is obtained from the gas called carbon dioxide, which is always in the air—about three parts of gas to ten thousand parts of air. This gas it is that bubbles away in aerated waters, and, though transparent, it is made of black carbon combined with oxygen.

Leaves are built up on the principle of a sponge, in such a way as to obtain contact with as much air as possible. The interior of the leaf is porous, and on the surface are little mouths, called stomata, which enable the air to enter; an elm leaf may have a million.

But carbon dioxide of the air has not only to be brought into the pores of the leaf; it has to be brought into the interior of the little cells which compose the leaf. Unless it penetrates the wall of the cell and reaches the green substance known as chlorophyll, no starch can be formed, for it is in the chlorophyll that the starch is put together. How then does the carbon dioxide find its way into the cell?

The wall of the cell is pervious to gases, and the carbon dioxide diffuses through, because there is less of it in the cell than in the air. And there is always less carbon dioxide in the cell than in the air, for almost as quickly as the carbon dioxide enters it is joined to water and made into starch, passing from gas into a solid form. Its carbon is detached from its oxygen, welded with water, and made into starch. But the chlorophyll is merely the anvil where the welding process takes place; the skilled workman who tears the carbon away from the oxygen and welds it and the water into starch is the sun; and the sun's welding tool is the ether which is everywhere around us.

The throbbing atoms of the sun throw the ether into waves much as a bell vibrating in a basin of water throws the water into

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waves. When they break upon the eye these waves appear as light, when they break upon the skin they are felt as heat, when they break on carbon dioxide and water in the green plant cell they appear as chemical energy. By means of a prism ether waves of various lengths can be separated out, and we see them as the colors of the rainbow. It has been found that it is chiefly the red waves of light which work at the making of starch. When these red waves reach the carbon dioxide and water in the green leaf they beat and beat upon them, and little grains of starch begin to appear.

Equally marvellous is the separation of the carbon and oxygen of the carbon dioxide. So firmly are they riveted together that we can separate them only by passing the gas through a red-hot tube; yet the red waves of light, silently and easily and quickly, tear them apart. When we consider the vast extent of the earth's green flora, we begin to realize the amazing fact that forests and fields, park and gardens, are immense factories. Most of the free oxygen joins the atmosphere, so that the sun and leaf together, while manufacturing starch, are manufacturing oxygen too. Food is prepared and air purified at the same time, and we may consider starch a by-product in the manufacture of oxygen, or oxygen a by-product in the manufacture of starch.

We do not, as a rule, perceive the oxygen that is given off from the leaf, but if a leaf be put under water, within reach of the sunlight, oxygen bubbles would be seen to gather on it.

Starch is the basis of all living tissues and, with the addition of nitrogen, actually becomes living tissues.

#### NATURE STUDY—Grade V

##### RELATIONSHIPS: MAN, VEGETATION, ANIMAL LIFE

Man has done stupendous things on this earth. If we could throw ourselves back a million years and see the first men with their sticks and stones, and see them hiding in their caves or up the trees while the mammoth and the lion and the bear passed by, we should think it almost certain that these defenceless men would soon be gobbled up. Yet man triumphed over the giants of the animal world.

The mammoths have disappeared from the world. The elephant is harnessed as a beast of burden. The camel exists nowhere except as a servant of man. Man has made the horse what it is. He has produced all our poultry from the wild fowls of the jungle, all the dogs from the wolves and jackals, all the sheep and cattle from two or three wild species, all the domestic cats from perhaps two wild varieties. There is no order in the world that has not been pressed into the service of mankind.

The birds and animals have been used in various ways. There are tame and wild animals, and tame and wild fowls that give us our fleshy foods. Some of these also provide us with butter, milk, cheese, and lard, while the domestic fowl provide us with eggs.

It was a great event in the history of the world when primitive animals turned upon primitive animals, thus getting on the whole richer and more condensed food, with more proteins. Dr. Erasmus Darwin, Charles Darwin's grandfather, said that he preferred to take his vegetable food in the form of beef and mutton, for it was more digestible. This was his way of expressing the fact that all flesh is grass, the material of the grass is reincarnated at a higher level—as flesh.

Nor was this the whole value of animal to man. Primitive man dressed in the skins of animals. As he adopted other materials for clothing fur was used for trimming and ornamenting, and for warmth. It was this demand for fur that led to the development of our country. Then too the hair was taken from the skin, both hair and skin being used in a great variety of ways.

Even insects have been invited into the partnership with man. We have bees, we have domesticated the silk moth, we farm ladybirds for the destruction of scale insects and the green fly, we get our best ink from the labors of the gall-fly, and true lacquer comes from the lac insect. They are great fertilizers of fruit and flower and vegetation, to which, in the last resort, all life comes back. So it must be said that all mankind owes gratitude to the insect world.

But as it requires all kinds of men to make a human world, so it requires all kinds of animals and insects to make an animal and insect world. There are good kinds, indifferent kinds and deadly kinds of insects; and there are destructive animals.

Animals no longer, under ordinary conditions, prey upon man. The fiercest of animals and many deadly reptiles are trained by him and appear regularly in our circuses. There are animals that prey upon other animals and eat their flesh. The ways in which they are fitted to do this are interesting. As a result many of the smaller animals live in holes in the ground where the larger animals do not readily get them. Many of the flesh-eating animals have valuable pelts.

Man, who has achieved so much, and has made himself lord of many forces, is still the victim of insect pests. The fly and the mosquito are both carriers of deadly disease. The cut-worm, grass-hopper, potato-beetle, onion-maggot, and numerous other insects do a tremendous amount of harm to growing crops and gardens.

Then, too, there are birds that are seed-eaters and birds that are flesh eaters. The seed-eaters may take a few kernels of grain but they amply repay the farmer by assisting in his war against insects. The flesh-eaters are not amongst man's friends. A comparison of the two kinds of birds is a very interesting study.

Beside the above birds and animals are often kept as pets; the dog proving himself a most faithful friend. There are frogs, toads, and snakes that feed upon insects, and therefore are beneficial to man.

Man and animals have to depend entirely upon green plants for their share of energy from the sun. We cannot use it until it has been prepared for us by the plants. Green plants especially and the kind of grass called wheat and oats and barley, and so on, take the sunlight and work it up into kinds of stuff which we can use. When we eat bread or potatoes we are actually putting inside our bodies the energy of sunlight.

There are a few green animals and some active green swimmers, which have chlorophyll of their own and are able to feed like green plants. It is highly probable that animal life really started in the form of a creature that could fend for itself apart from other living creatures.

It was a tremendous event in the history of the world when primitive animals turned upon primitive plants and devoured them. Cows eating grass and sea-slugs browsing on the tangle serve to illustrate vegetarians of high and low degree.

But it was another great event when primitive animals turned upon primitive animals, thus getting on the whole, richer and more condensed food, with more proteins.

1. What is the advantage to a farmer to have land that is slightly rolling?

2. What are the advantages of having a creek or river running through a farm? Are there any disadvantages?

3. Why is the soil in the valleys usually more fertile than on the hill-tops?

4. What is the nature of the soil in your neighborhood? Which crops do best?

5. What are some of the flowers you find growing in the open places of your locality? Contrast these with those growing along the edges of ponds, or those growing in the shade of trees, or those growing in sheltered valleys.

6. In what ways may animals be beneficial to man? Was this always true? Explain.

7. Compare the mouth and claws of a flesh-eating animal with those of plant-eating animals.

8. Are plant-eating animals ever an enemy of man? Explain.

8. Are flesh-eating animals more harmful than plant-eating ones?

9. Describe the beak and claws of a flesh-eating bird, of a seed-eating bird.

10. Are flesh-eating birds of any benefit to man? Are seed-eating ones entirely a draw-back?

11. In what ways are insects of great benefit to man? In what ways a nuisance? Name three of each kind, beneficial and harmful.

#### HISTORY—Grade VI

Great deeds like trumpet calls leave echoes ringing after them.

It is 321 years since Master Henry Hudson and his crew went to the little church of St. Ethelburga to take communion before going to sea "for to discover a passage by the North Sea to China and Japan."

Very strange to our eyes would seem those seamen of long ago, men who had grown up under Queen Elizabeth. But the little church has not changed like the fashion of a sailor's garments; it was ancient in Master Hudson's day, and those who gathered within its walls to do him honor the other day saw what he saw.

The Hudson's Bay Company has given the church three windows, and the first to be finished was unveiled on the anniversary of that communion.

For 321 years people have not ceased to bless and honor the explorer who was so humble in his origin that nothing is known of him save four crowded years of glorious life.

#### GEOGRAPHY—Grade VI

##### The Amazon

Looking over the earth we see that the unresting life of the river is the most engaging spectacle of action that nature offers us—action unceasing, irresistible, and unfailingly beneficent. For what the river does is to scatter far and wide the treasures of the soil, to mould the surface of the earth, and carry away pollution and disease; and does it not, without asking man's leave, determine where he shall mass his population, build his towns, and set up his industries?

Take the mighty Amazon, the greatest of all the rivers in the world, yet one of the least used. It draws its waters from two thousand miles of the second mightiest range on earth, through more than two and a half million square miles of tropical lands; and it pours into the Atlantic Ocean one quarter of all the fresh water of the entire globe.



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It is unthinkable, almost incredible, and yet if every human being alive were to carry to the Atlantic Ocean ten tons' weight of water they would not altogether pour into the ocean as much water as the Amazon pours into it every day.

Its total length is variously given as from three to four thousand miles but the area drained by it is generally agreed to be about two and a half million square miles, one third of all South America and two thirds of the area of Europe.

In this amazing river system the main channel and its tributaries have a waterway for steam navigation of at least 15,000 miles, and altogether 50,000 miles are navigable for craft of some kind. Ocean-going vessels from Liverpool go as far up the river as Iquitos, about 2,500 miles from the mouth.

The Amazon at its mouth is fifty miles wide, and even in its upper reaches the distance from bank to bank is so great that a boat wishing to cross has to travel half a mile or so up one side, so that when it crosses the current may not carry it farther down than its destination. The action of the tides is felt five hundred miles from its mouth.

Week after week and year after year, the Amazon pours out into the ocean about 2,000,000 tons of water a minute, and some authorities say twice that. The nearest approach to this is the La Plata which carries about 1,500,000 tons a minute. The Amazon has been called the Mediterranean of South America, so immense is the volume of water of the Amazon that an easterly current is perceptible 200 miles from the coast. One hundred and eighty miles from land the water can be used for drinking purposes.

The Maranon, which rises in a little lake about three miles above sea-level on the lofty tableland of Peru, is generally regarded as the main stream of the Amazon, as this is the branch on which you can longest continue going in a westerly direction. In its early course this river is a rushing torrent, and after breaking through the mountains the width is constantly increased by the water from the tributaries.

It is the great tropical rains falling over this region that cause such a mass of water, and it is interesting to know that there is a sympathetic action between the rain and the forest which keep the river supplied with moisture. The river flows in a great alluvial plain of its own making, having filled up channel after channel so that the river has had to find for itself a new way to the sea. Millions of tons of sediment are carried down each year by this river.

The whole region is changing. The mighty waters sometimes prop up and sometimes eat away the banks, and frequently great masses of land and sections of forest fall with a crash into the river, and move slowly down-stream like great floating islands. Large vessels are sometimes overwhelmed by these. One morning an explorer was awakened before sunrise by an unusual sound like the roar of artillery. It was dark, and crash after crash was heard. At first he thought an earthquake had occurred for the river was much agitated. Then another loud explosion took place, much nearer than the previous ones, and this was followed by others. The thundering peals rolled backward and forward, each crash being succeeded by a pause and a dull rumbling.

When day dawned the traveller saw what was happening. On the far side of the river, about three miles off, great masses of forest, including colossal trees 200 feet high, were rocking to and fro and falling headlong into the water. After each avalanche a huge wave swept up on the crumbling bank with tremendous force, causing more land and forest to fall into the stream. Lakes are formed in this way and the channel widened.

So extensive are periodical floods of the Amazon that the natives often travel in canoes for miles across country, paddling through the forest, not in river channels, but over flooded land. Frequently during these floods the natives cannot get near land, and sometimes moor their little craft to a mighty tree-trunk and light a fire, by which they sit and cook their food.

The changes in scenery on this wonderful river are extraordinary. For hundreds of miles you will pass between what seem to be precipices, but are really tall, closely-grown trees of the virgin forest. Then come to another stretch, where there is nothing but scrubby, bushy growth. Then there will be a great sandy stretch, and farther on hundred of miles of forest.

The natural life of this amazing region is unrivalled in its quantity and variety. There are more animals, birds, and insects, and more varieties of each, than can be found in any similar area in the world. But of all this wild life the traveller sees very little. There are monkeys, tapirs, sloths, and jaguars; tigers, boa-constrictors, and alligators; wood crickets that sing, ticks that suck the blood, ants that swarm in millions and cause painful wounds, and vampire bats which do much injury to man and animals; there are poison snakes, and the cow-fish, six feet long that feeds on grass; there are more than 700 species of butterflies and numerous brightly colored birds.

Equally interesting is the vegetation of the Amazon forest. The banks for miles are lined with Brazil nut trees, the fruits of which fall a hundred feet with crashing force.

#### LANGUAGE—Grades VII and VIII

I. Read the following story aloud to the class, and see what a variety of good endings can be made. Take a vote as to which story is finished most in keeping with the way it is begun:

##### The Castle in the Wood

In the good old days, when wonderful things were more apt to happen than they are now, a king, in company with a body of knights, was once riding through a great forest. As they were making their way through the densest part of the woods, they came suddenly upon a castle with massive towers, rising in the midst of green foliage.

There was no sign of life about the place. Dismounting the king and his knights, with swords drawn, prepared to enter. Neither bolts nor bars hindered their progress. They went from hall to hall—all was silent and deserted. The echo of their own footsteps, the clanking of their spurs, and the cawing of the rooks, disturbed by the unwonted noise, were the only sounds that broke the stillness.

Finally they mounted the long, dim, winding stairs that led to the topmost chamber of the great turret. Here, at last, was a barred door. The king, who was in advance, threw himself with all his strength against the closed portal. The rusty bolt gave way, the door flew open, and there—

##### II. Write sentences containing:

- (a) "You and I" as a subjective completion.
- (b) "You and me" as object of a preposition.
- (c) "He and I" as subject of a verb.
- (d) "Her and me" as object of a verb.
- (e) "Them and me" as object of a preposition.
- (f) The plural possessive of "children."
- (g) The plural of "commander-in-chief."
- (h) "That" as a pronoun, as an adjective, as a conjunctive pronoun, and as a sub-ordinating conjunction.
- (i) "Green and white" as a subjective completion.
- (j) "In the aeroplane" as an adjective phrase and as an adverb-phrase.
- (k) A personal pronoun, first person, objective case.
- (e) A personal pronoun, third person, masculine gender, singular number, nominative case.
- (m) The possessive and the objective case of "who."
- (n) "And" as a co-ordinating conjunction joining two subordinate adjective clauses.
- (o) "Under" as a preposition and as an adverb.
- (p) The perfect participle of "am."
- (q) The future indefinite of "is."
- (r) The corresponding possessive of "you and me."
- (s) The superlative degree of "little."
- (t) "Few" as a pronoun and as an adjective.

III. (A) (1) Give the rule for the use of "shall" and "will." Be careful to use the correct form in your ordinary conversation, particularly first person, simple future.

(2) Write a sentence expressing determination in the third person.

(3) Write a sentence expressing simple future.

(4) Fill the blanks in the following with "shall" or "will" so that (a), (b), and (c) show simple future and (d), (e) and (f) show determination:

- (a) I — be here soon.
- (b) You — not be here.
- (c) John — go to school.
- (d) Mary — be made do it.
- (e) We — certainly help you.
- (f) You — complete the task.

(B) (1) What do you mean when you say a verb is in the active voice? in the passive voice?

(2) Write two sentences containing a verb in the active voice

(3) Change these sentences so that the verb will be in the passive voice.

(C) (1) Distinguish between the use of "can" and "may."

(2) Write two sentences containing each of them.

(D) Write sentences containing (1) the singular and plural possessive of "lady," (2) the singular and plural possessive of "man," (3) and the singular and plural possessive of "boy."

IV. Re-write the following sentences, expressing the same thought more briefly:

(a) When Hercules was a tiny baby, only a few months old, two serpents of enormous size attacked him.

(b) They opened their great jaws to devour him, but he seized one with one little hand, one with the other, and succeeded in strangling them.

(c) Hercules, who was renowned for his bravery, determined to find the tree which bore fruit of pure gold.



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*"I saw your name in the A.T.A."*

(d) This tree was guarded day and night, year in and year out, by a dragon, horrible to look upon.  
 (e) Hercules, after much wandering through distant lands and over unknown seas, and after many adventures, strange in character, succeeded in getting the golden apples.

#### LITERATURE—Grade VIII The Deacon's Masterpiece

I. Notice the conversational form of this poem.  
 II. What do you think is meant by "built in such a logical way?"  
 III. Stanza two fixes the time at which the one-hoss shay was completed.

IV. What opinion had Holmes of George II?  
 V. What comparison does he use to express this opinion?  
 VI. What historical events are mentioned?  
 VII. Stanza four gives the deacon's course of reasoning. Does it seem logical?

VIII. What care was taken in building the chaise? Is that amount of care taken in making cars and aeroplanes?

IX. In what way does Holmes make us aware of the passing of time?

X. Why does he call our attention to the fact that "fifty-five" is an important year?

XI. What two things does he mention as remaining young?

XII. Notice his humorous way of saying wise things as if he were half laughing at himself for dropping into serious speech.

XIII. What indication have we that the one-hoss shay is growing old?

XIV. What is meant by "nothing local"?

XV. Describe the end of the old shay. Quote the humorous lines in this description.

XVI. The queer spelling is used by Holmes to give you an idea of the way the country people in New England pronounced their words. Notice how this adds to the humor of the poem. When you read this aloud pronounce the words as they are spelled.

XVII. Holmes says in the last two verses that the end of the one-hoss shay was the only one there could possibly be.

#### GEOGRAPHY—Grade VIII

##### Comparison of Australia and Canada

###### LOCATION

(1) Canada is part of a continent in the northern part of the western hemisphere, while Australia is a whole continent in the southern part of the eastern hemisphere. All of Australia is closer to the equator than any part of Canada.

###### SIZE

(1) Canada has an area of about 3 1/2 million square miles and Australia about 3 million square miles.

(2) Both have large areas not suited to settlement: Australia's because of altitude and lack of rainfall; Canada's because of latitude and altitude. Both have large areas suited to settlement.

###### POPULATION

(1) Canada has a population of about 9,000,000, made up of many nationalities, and they make their home in southern Canada from the Atlantic to the Pacific. Australia has a population of about 5,500,000, mostly of British descent, none of whom live in the interior of the continent.

(2) Both Canada and Australia have a small native population.

###### COAST LINE

(1) Canada has a very irregular coast-line with numerous well-sheltered harbors. Australia has a regular coast-line with few sheltered harbors. Canada has a great many islands, just off the coast but Australia has not.

(2) Each has a large inlet in the north and parts of the coast-line of each are uninviting. Canada has the grand banks off the east coast and Australia has its barrier reef.

###### SURFACE

HIGHLANDS AND PLAIN  
 (1) Both Canada and Australia have highlands in the east and west, and a central plain.

(2) The highest region in Canada is in the west and contains many snow-capped peaks and glaciers. The highest region in Australia is in the east, and it contains no snow-capped peaks and no glaciers except in the south. The highest peak in Canada is about 20,000 feet, that in Australia about 7,500 feet.

###### RIVERS AND LAKES

(1) Canada is abundantly supplied with lakes and rivers suitable for transportation and fishing. The Great Lakes also affect the climate of Ontario. Australia has no lakes of importance, and only one long river, the Murray Darling.

###### CLIMATE

(1) Southern Australia is farther from the equator than any other part of the continent, yet it is closer to the equator than any part of Canada.

(2) There is no great elevation to have a cold climate.

(3) Australia's seasons are opposite to ours.

(4) Australia receives a heavy rainfall in the north and east from the trade winds. Canada is not in the belt of the trades.

(5) Canada receives its rainfall in the west from the prevailing westerlies, and parts of southern Australia are also watered by these.

(6) There are no extremes of climate in Australia and there are decided extremes in Canada.

(7) Part of Australia is in the torrid zone. No part of Canada is in this zone, but part of Canada is in the north frigid zone while no part of Australia is in the frigid zone.

(8) The interior of Australia suffers from extreme drought while no part of Canada does, although a semi-arid condition sometimes exists in Southern Alberta.

###### RESOURCES

(1) Fertile soil: The Central Plain, St. Lawrence Lowlands, and river valleys of Canada are fertile. In Australia the coastal plains and the western slope of the Great Dividing Range are fertile.

(2) Forests: One of Canada's chief resources, one-fourth of the country being forested. The trees are deciduous or coniferous, and are valuable for lumber and pulp-wood. The greater part of the trees of Australia are eucalyptus trees that shed their bark instead of their leaves. They yield oil, resin, and lumber, and the acacia bark for tanning. These trees resist the ravages of insects and do not decay. Valuable hard woods are also found. Besides these are palm and fern trees.

(3) Minerals: Both countries are extremely rich in minerals. Canada has almost every known kind, and coal is the most important. Australia has not so many but the prosperity of Australia is attributed to gold, which is found in every state.

(4) Fisheries: Canada's fisheries are the most extensive in the world and a great many different kinds are caught: salmon, cod, herring, mackerel, etc., being important. Australian waters abound in fish, but the fishing industry is not important, sea-slugs and pearl oysters being among the chief caught.

(5) Fur-bearing animals: Canada has many fur-bearing animals that produce valuable pelts while Australia has a few that produce furs of much less value.

###### AGRICULTURE

(1) In Canada the chief branch of agriculture is the growing of cultivated products while in Australia it is stock-raising, although both are important agricultural countries producing cereals, hay crops and fruits; and raising cattle, sheep, horses and pigs. Australia produces tropical products as well.

###### MANUFACTURING

(1) In both countries manufacturing is gradually developing but neither has the labor nor the markets for manufactured goods.

(2) In both countries the manufacturing industries are closely connected with the basic industries.

###### TRADE

(1) Both countries export large quantities of raw material and import manufactured goods, e.g., textiles, iron and steel goods, oils, etc.

(2) Canada's chief agricultural export is wheat and that of Australia is wool.

###### TRANSPORTATION

(1) Canada is particularly well supplied with waterways while Australia is not.

(2) Canada has a much greater railway mileage than Australia.

(3) Practically all the railways of Australia are government owned, but it is only since the government took over the Canadian Northern that their system has become so much longer than the C.P.R.

(4) Canada has a number of trans-continental while Australia has only one. In Australia short lines of railway tap the industrial districts.

(5) Canada has about 2,200 miles of electric railway; Australia has about 500.

###### CITIES

(1) Sydney, the largest city in Australia, is larger than any city in Canada and even Melbourne, the second city, is larger than Montreal, our first city. Canada has more cities of importance than has Australia.

(2) Canada has large cities as ocean ports, river ports, lake ports, and those that are quite inland. Australia's large cities are all ocean ports.

N.B.—For examination purposes select only the outstanding comparisons.



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## ARITHMETIC—Grade VI

1. A man owns a city lot containing  $\frac{1}{4}$  of an acre. It has a frontage of 90 ft.  
 (a) Find the depth of the lot.  
 (b) Find the cost of fencing the two sides and the back at 27 cents a yard.  
 (c) He plants a hedge across the lot, 55 feet back from the street. Find the area of that part of the lot between the hedge and the street.  
 (d) What fraction of the whole lot is between the hedge and the street?

2. Workmen were putting in a pier for a bridge. One quarter of the pier is built below the ground,  $\frac{2}{11}$  in the water, and the remainder, 50 ft., above the water.  
 (a) Find the total height of the pier.  
 (b) What length of pier is in the water?

3. A boy has a garden 35 ft. long and 28 ft. wide. He wants to lay it off in equal square beds of the largest possible size.  
 (a) What will be the length of the side of each bed?  
 (b) What is the area of each bed?  
 (c) Each bed is what part of the whole garden?

4. A pile of squared timbers consists of 48 pieces, each 18 ft. long, 1 ft. wide, and 10 inches thick.  
 (a) Find the volume of the pile.  
 (b) What fraction of the whole would five of the pieces be?  
 5. (a) Which is the greater and by how much:  
     (1)  $\frac{1}{6}$  of \$90 or  $12\frac{1}{2}\%$  of \$88?  
     (2)  $\frac{1}{16}$  of \$1,200 or  $1/10$  of \$77?  
     (3)  $\frac{5}{9}$  of \$270 or  $75\%$  of \$200?  
     (4)  $\frac{3}{5}$  of  $4/7$  or  $2/3$  of  $2/5$ ?  
 (b) How much less is  $80\%$  than  $16\frac{2}{3}$  +  $18\frac{5}{9}$  +  $25\frac{5}{6}$  +  $30\frac{3}{4}$ ?

6. A man owned  $\frac{3}{5}$  of a farm. He sold  $\frac{3}{5}$  of his share for \$4,500.  
 (a) Find the total value of the farm.  
 (b) What part of the farm did the man still own?  
 (7) How long will it take to plow a farm 440 yds. long and 75 rods wide, if  $3\frac{1}{4}$  acres can be plowed in a day?  
 (8) Find the total cost of:  
 9,600 lbs. of wheat at \$1.45 per bu.  
 1,000 lbs. of oats at 74 cents a bu.  
 2,600 lbs. of potatoes at 79 cents a cwt.  
 27,000 lbs. of coal at \$5 a ton.  
 9. The excavation for a basement is  $28\frac{1}{2}$  ft. long,  $20\frac{1}{4}$  ft. wide, and 8 ft. deep.  
 (a) How many cubic yards of earth are removed in excavating?  
 (b) Find the cost of cementing the floor of the basement at 48c. a sq. yd.

## 10. A baseball diamond is 88 ft. square.

(a) What part of a mile does a boy run who makes 3 home runs during a game?  
 (b) How many acres would  $11\frac{1}{4}$  such diamonds cover?

## ARITHMETIC—Grade VII

1. Find the cost of:  
 (a) 20 tons 250 lbs. of coal at \$10 a ton.  
 (b) 20 cwt. 20 lbs. of sugar at \$6.50 a cwt.  
 (c) 12 yards 8 in. of ribbon at 45 cents a yard.  
 (d) 8,640 B.F. of lumber at \$36 per M.  
 (e) 10 gallons of milk at \$1.10 a quart.  
 2. A lot containing  $\frac{1}{4}$  of an acre and having a length of 55 yards is to be made into a lawn and garden.  
 (a) Around the lot is planted a hedge of cuttings 1 ft. apart. Find the cost of the cuttings if they are done up in bundles of 50 and cost \$1.35 a bundle. You must buy complete bundles as the florist will not split them.  
 (b) Find the cost of a 2-inch dressing of black earth for the whole lot if the earth costs \$2.50 a cu. yd.  
 (c) Flower beds occupy 990 sq. ft. What per cent. of the total area do they occupy?  
 3. A man bought a 320 acre farm, on April 4, 1928, at \$45 per acre. In payment he gave cash at the rate of \$28 per acre. The balance he agreed to pay on Dec. 1, 1928, with interest at 8%. Find the amount of the second payment.  
 4. Find the cost of inch lumber required for a 5 ft. fence along two sides and across one end of a lot 130 ft. long and 50 ft. wide, if the lumber costs \$24 per M.  
 5. Find the cost of paving a street 100 rods long and 30 ft. wide, with bricks showing an 8 in. by  $2\frac{1}{2}$  in. facing, if bricks cost \$22.00 a thousand.  
 6. A rancher bought 1,200 sheep at \$16 per head. He sold 25% of them at a gain of 20%. At how much per head must he sell the remainder to make a gain of 40% on the total transaction?  
 7. A merchant sold a coat for \$56, thereby gaining \$20. What would have been his rate of gain if he had sold it for \$60?  
 8. A diagram of a rectangular district is drawn to a scale,  $\frac{1}{4}$  in. = 8 mi. What is the area of the district in acres if the diagram is  $2\frac{1}{2}$  in. wide and  $3\frac{1}{2}$  in. long?  
 9. Find the number of days from:  
 (a) September 8, 1927, to March 8, 1928.  
 (b) June 1, 1924, to September 30, 1927.  
 (c) June 3, 1928, to July 4, 1928.  
 10. Find the number of tons and pounds of ice in an ice house 30 ft. long, 22 ft. wide, and 16 ft. high, if the ice is packed with sawdust that occupies  $12\frac{1}{2}\%$  of the space and ice weighs  $10\frac{1}{11}$  of  $62\frac{1}{2}$  lbs. per cubic foot.

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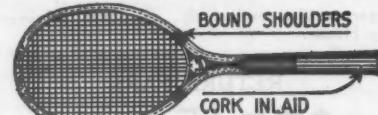
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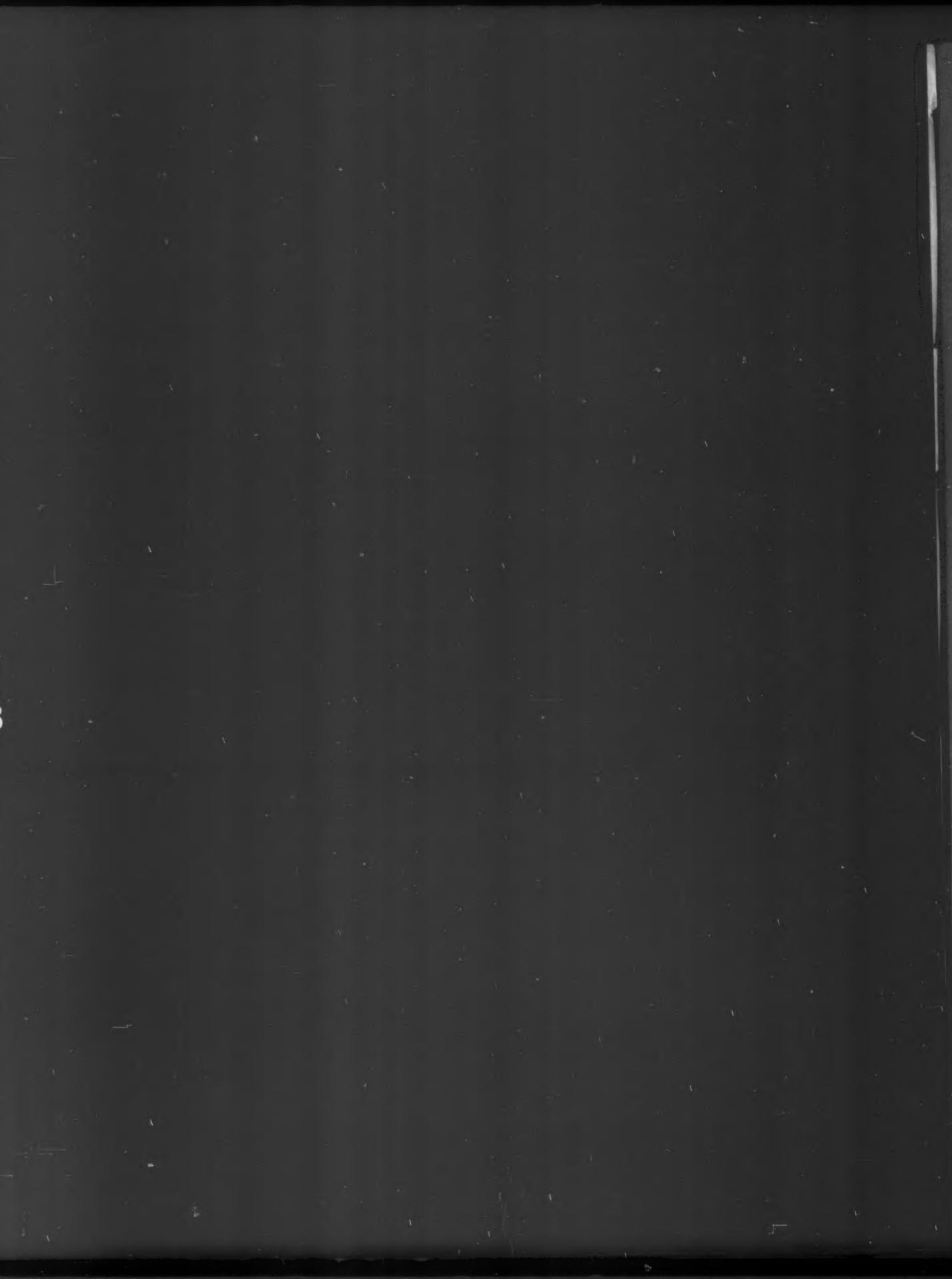
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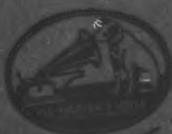
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